



Child Protection Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Children should be protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 19 United Nations Rights of the Child

Children must be protected from drugs, sexual exploitation, trafficking, exploitation.

Articles 33,34,35,36 United Nations Rights of the Child

This policy is based around the Education Department Child Protection Policy.

Children and Families Hub contacts and telephone numbers:

- Tel no: 519000
- Website:
<https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx>
- If a child is at immediate risk call the Police on 999.

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1.0 Purpose of policy

St Martin's School and the Department for Children, Young People, Education and Skills, is committed to helping children achieve good outcomes by providing a safe learning environment and to enable them to access all available services to achieve the most of their life chances.

Whenever the term 'school' is used this refers to any area of the Education Department where services are provided for children and young people.

For the purpose of this document child means any person under 19 years of age. This document should be read in conjunction with SPBC Interagency Child Protection Procedures - <https://jerseyscb.proceduresonline.com/>

St Martin's School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home, school or other ED supervised event;
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices;
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns;
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching children to keep themselves safe and ensuring they know who to approach for help;
- Promoting partnership working with parents/carers and professionals.

2.0 Roles and responsibilities of Education

Education will support schools and colleges to safeguard and promote the welfare of pupils by:

- Working in partnership with parents/carers and schools and colleges in the best interests of children and young people;
- Working in partnership with Children's Services and other agencies in a cooperative and integrated way to provide services and reduce risk of harm for children;
- Supporting those children and families who are in need of protection;
- Managing allegations against members of staff and volunteers;
- Taking responsibility for those children who are educated other than at school (EOTAS);
- Ensuring all schools and colleges safeguarding policies and procedures are consistent with Jersey Safeguarding Partnership Board Children/Adults policy guidelines;
- Ensuring safeguarding and child protection policies are regularly monitored, reviewed and updated where necessary.

- Ensuring that related school policies around pupil welfare, such as attendance, behaviour and bullying are in place to support the wider safeguarding of pupils;
- Annually reviewing knowledge about safeguarding policies and procedures for those working with children and young people in schools/colleges in line with SPB (Safeguarding Partnership Board) audit;
- Ensuring schools/colleges have appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with ED guidance;
- Monitor and recording numbers of staff receiving safeguarding and child protection update training at least every 3 years;
- Taking action where any weaknesses or gaps in child protection or safeguarding policy and practice are identified within the schools or colleges;
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities. This is the responsibility of the head teachers who are accountable for this;
- Ensuring all those working with children and young people on ED premises are made aware of the Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities. This is the responsibility of ED and head teachers;
- Ensuring other organisations or individuals using the school/college premises to provide extended, voluntary or after-school activities have appropriate safeguarding and child protection policies and procedures in place, and their staff have been recruited using the same, robust measures as the ED Safer Recruitment Policy.

2.1 Underpinning principles

- The United Nations Convention on the Rights of the Child states that: *the welfare of the child is paramount.*
- It is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children and young people.
- Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.
- All those working with children and young people have a responsibility to promote inter-agency cooperation to promote the welfare of children.
- This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

2.2 Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the schools/colleges recognise the importance of working in partnership with them to ensure the welfare and safety of pupils.

St Martin's School will:

- Make parents aware of their school/college statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college website;
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.

3.0 Responsibilities of Head teacher

Safeguarding covers a broad agenda and aims to achieve the following:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully;
- Safeguarding is a *preventative agenda* that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement;
- Staff are fully aware of the school/college safeguarding and child protection policies and that these policies are fully implemented;
- All staff have a good understanding of their role in the identification and referral of safeguarding concerns;
- Ensuring that the school has a senior 'Designated Safeguarding Lead' to take on lead responsibility for child protection issues and an identifiable deputy;
- The Designated Safeguarding Lead is given sufficient time and resources to carry out their responsibilities;
- Staff are released to attend Child Protection Conferences, Core Group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school/college;
- Safer recruitment practice is followed whenever recruiting to posts, paid or unpaid including volunteers;
- The school/college offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;
- Appropriate action is taken whenever an allegation is made against a member of staff and the DSO (Designated Safeguarding Officer) is contacted and informed as soon as possible;
- Safeguarding issues are brought to the attention of the DSO and/or ED Professional Partner;
- The School's/College's Safeguarding policies and practices are reviewed annually in line with the Jersey Self-Evaluation Development Framework.

3.1 Safeguarding children and young people

In line with UK Department for Education "*Keeping children safe in education; Statutory guidance for schools and colleges*" (2015, updated 2023), this guidance sets out how schools and colleges should work together to safeguard children, including:

- Making sure vulnerable children get early help before problems escalate and more robust interventions such as child protection is needed;
- Identify and assessment of child's needs in a timely manner as problems emerge;

- Make appropriate referrals where children may be in need of protection or there are child protection concerns and understand the process of making a MASH Enquiry;
- Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

3.2 Procedures at St Martin's

- The Deputy Headteacher Karen Cooper is the designated person for Child Protection. In some circumstances, including her absence, this responsibility may fall to the Head teacher, Chris Godden.
- All staff need to be alert to the signs of abuse. If they suspect that a child may be a victim of abuse, they immediately inform the designated person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.
- Staff record any other concerns on-line using 'My Concern'. If staff do not have access to this, then there is a Record of Concern yellow form to fill in, which is kept in the staff room.
- Any action that the designated person takes when dealing with an issue of child protection must be in line with the procedures outlined in the Jersey Child Protection Guidelines.
- We require all adults employed in school and all regular volunteer helpers to undertake a police record (DBS) check in order to ensure that there is no evidence of offences involving children or abuse.
- All adults in the school receive training to raise their awareness of abuse and their knowledge of agreed local child protection procedures.
- There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to respond according to the written restraint policy, to report this to them immediately and to complete an incident form.

4.0 Inter-agency working

St Martin's School recognises its duty to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, St Martin's School will:

- Lawfully share information with agencies in order to ensure pupils receive appropriate services and are appropriately safeguarded.
- However, confidential information about a child should never be used casually in conversation or shared with any person. Data should only be shared with third parties if it is permitted under the provisions of the Data Protection (Jersey) Law 2018.

4.1 The Assessment Framework

The Assessment Framework will assist professionals in identifying those children with extra needs and enable them to make appropriate referrals to agencies on behalf of the child. Where possible this should be completed in consultation and partnership with the parent, carer and/or young person according to their capacity.

- St Martin's School professionals recognise the fundamental role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings – Initial and Review Child Protection Conferences and Core Group meetings.

- As soon as concerns are identified or raised about a pupil, school/college staff should inform their Designated Safeguarding Lead. In the event they are unavailable, the Head teacher must be informed.
- Designated Safeguarding Leads can seek support or guidance from the Children and Family Hub Decision-maker, who is a Senior Practitioner, or the ED Designated Safeguarding Officer when they require further guidance relating to safeguarding practice or the safeguarding of pupils. This is particularly relevant when there are complex circumstances and/or ambiguity around informing parents of an Enquiry
- The Designated Safeguarding Lead will contact the Children and Family Hub to make an enquiry and possible referral; in their absence the Head teacher will complete the enquiry in partnership with the reporting adult in order that an accurate account and information can be recorded.

4.2 Children and Families Hub referral Procedure

- 1. Staff will raise concerns.**
- 2. The Designated Safeguarding Lead will decide whether to make a Children and Families Hub Enquiry following a discussion with the member of staff who has raised concerns and appropriate investigations.**
- 3. *If there is any doubt about whether concerns raised meet the thresholds, the Designated Safeguarding Lead should contact the Children and Family Hub to obtain advice on how to proceed.***
 - **Parental consent must be sought prior to the enquiry being made, *unless seeking consent would place the child at risk of further harm.***
 - If parents do not consent, ***but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, a Children and Family Hub referral must still be made in absence of 'parental agreement' and the parent made aware***
 - If the child already has an allocated Social Worker, school should speak to their Social Worker and make them aware of your concerns and record these.
 - The Children and Family Hub Decision-maker will acknowledge all enquiries within 24 hours and inform the referrer of what action will be taken.
 - Where the child has suffered or likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available.
 - In emergency, high-risk situations the enquiry will be rated as 'Red' and the Children and Family hub will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes 'Achieving Best Evidence' (ABE). This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities. ABE can be used to support the child's disclosure and used in evidence where prosecution is likely.
 - In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care, Robin Ward at Jersey General Hospital.

4.3 Dealing with disclosures

All staff have the responsibility to identify those children who are, or maybe, experiencing abuse or neglect and any disclosure made by a child must be listened to, taken seriously and managed with extreme sensitivity. On no account should teachers or other adults make suggestions to the child of alternative explanations of their disclosure or worries or 'investigate' the disclosure.

Consultation

Any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead (or their deputy in their absence) who will advise or take responsibility for what action should be taken. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of children can be taken.

If in doubt, contact the Children and Family Hub or DSO for further guidance and support.

4.4 Recognition

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and accept what the child is saying;
- Allow the child to talk freely;
- Reassure the child that what has happened is not their fault and they were right to tell someone;
- Do not ask direct questions and allow the child to tell their story;
- Do not criticise the person alleged to have caused harm;
- Explain what will happen next and who has to be told about the incident;
- Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe;
- Dependent on the age of the child and your professional judgment you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to Children and Family Hub;
- Concerns will be recorded by staff on My Concern;
- Parents will normally be informed and consent obtained for a referral to the Children and Family hub. The exception is ***where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation;***
- Ensure that you complete a written record of what has been disclosed and any actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made. This should not contain opinion but relay the facts that were disclosed in the child's word were possible;
- This record should be given to the Designated Safeguarding Lead and included in the referral. A copy of this record and the Children and Family Hub form should be kept safely on the child's school record.

4.5 Attendance at case conferences and core groups

The Designated Safeguarding Lead will liaise with the MAST (Multi-Agency Support Teams) and/or relevant staff to ensure that all relevant information held by the school/college is provided to Children's Services during the course of any child protection investigation.

The Designated Safeguarding Lead will ensure that the school is represented at Child Protection Case Conferences and Core Group Meetings:

- The Designated Safeguarding Lead or their deputy will attend;
- If school/college representative is unable to attend, the Designated Safeguarding Lead will ensure that a report is made available to the conference or meeting;
- Those attending Child Protection Conferences or Core Group Meetings should have received training in this area;
- The DSL will get up-to-date feedback from the class teacher about the child which may be appropriate to share during these meetings.

4.6 Monitoring

Where a pupil is the subject of a Child Protection Plan and the school/college has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with the designated teacher;
- All information will be recorded prior to each conference and core group meeting;
- This record will be kept on the pupil's file and copies made available to all conferences and core group meetings;
- The Designated Safeguarding Lead will notify the allocated Social Worker if the child is removed from the school roll, excluded for any period of time or goes missing.

4.7 Recording and storing information

The Designated Safeguarding Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

The following should be recorded on My Concern:

- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
- What action was taken to refer on concerns or manage risk within the school;
- Whether any follow-up action was taken; how and why decisions were made;
- Where a child who is subject to a protection plan transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead teacher at the new school; face to face meetings for school handover of the child's information is recommended.
- Child protection records will only be kept until the child reaches 25 years old, at which point they will be destroyed, confidentially and securely. This length of retention and disposal complies with both the Data Protection (2005) Law, and the Public Records (2002) Law;
- The Designated Safeguarding Lead is responsible for keeping central records of child protection and welfare concerns which should be recorded.

4.8 Confidentiality and information sharing

Confidentiality

All staff in schools and colleges should always be aware of the limits of the confidentiality they can offer young people and discuss any concern about child protection with the school's Designated Safeguarding Lead or the ED Designated Safeguarding Officer. You can also contact the Children and Family Hub for guidance on: **519000**

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent. St Martin's School should obtain written informed consent from parents/carers, which should be signed and dated in order to share information.

- **However, the child's welfare is paramount and schools/colleges need to make a professional judgement in circumstances where children are at risk from harm, or likely to be. Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services (HSS), Police, School Nurses, Health Visitors in line with the Data Protection (Jersey) Law 2018.**
- Where a child is at risk of suffering significant harm, schools and colleges have a duty to share this information with Children's Services, Police and other agencies and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by the Social Worker.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, the school should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Sharing information about child protection disclosures or concerns may also interfere with a criminal investigation or cause undue delay in taking action to protect the child.
- Only relevant information should be disclosed to those professionals who 'need to know'. Always ensure you are adhering to the Data Protection (Jersey) Law 2005. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the Designated Safeguarding Lead, DSO or seek advice from the Children and Family Hub.

5.0 Collection of children from school

St Martin's School has a policy in place regarding handing over children to adults who are not their parent or known carer at the end of the school day.

- The school should be notified of who will normally collect the child at the start of each school year.
- Schools should regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child.
- Parents should also be asked to inform schools where children are subject to court orders that limit contact with a named individual.
- In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and contact the parent immediately.
- Schools should also have a procedure in place to deal with situations where a child is not collected at the end of the school day – children will sit at the front of the school and the school secretary will phone a parent.
- Schools should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them

- Children should not be released into the care of another parent even where they offer to take the child home.
- Schools should discuss with the Children and Family Hub at 4.00pm if there are difficulties in contacting parents or other family members.
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- Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then DSLs/Head teachers should refer the case to the Education Welfare Service. If there are also child protection concerns, consideration should be given to making a Children and Family Hub Enquiry and this should be discussed with the parent/carer.
- Children in Year 5 and 6 are allowed to self-dismiss with written consent from their parents and information about where they are going to. This is recorded on SIMs with a copy of names shared in a specified place in the classroom for cover/supply teachers to access and check.

5.1 Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school

Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority.

- A school's obligation is for the education and welfare of the child. Schools should be guided by the Jersey Family Court Advisory Service (JFCAS).
- Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. Schools and staff should be careful not to become involved in custody disputes.
- If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf they should seek advice from Head of Governance at the Education Department. It would not be appropriate to become involved in custody disputes.
- If the Head teacher becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child.
- However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond ED's remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.
- In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head teacher .
- The DSO can be contacted and will attend the meeting with parents and Head teacher if requested. If no resolution can be reached, the parents should be directed to seek legal advice. If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from the Children and Family Hub or the States of Jersey Police, Public Protection Unit (PPU).
- In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought.

- Where Head teachers or school staff have grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

6.0 Attendance: Children missing from school

The Association of Chief Police Officers (ACPO) definitions:

Absent: *“Not at a place where they are expected or required to be.”*

Missing: *“Not at the place they are expected to be, but the circumstances are out of character. The context suggests they may be subject of a crime or at risk of harm to themselves or others.”*

Missing from school

Schools need to be aware of those children who are persistently absent or missing from school, as this may be an indicator of underlying welfare concerns.

- The Education Welfare Officers (EWOs) work in partnership with schools to monitor pupil attendance, and to offer families, children and young people support when problems emerge. See Attendance Policy.
- As soon as changes in attendance patterns are identified, the ‘Lead Teacher’ for pupil attendance should discuss their concerns with their designated Education Welfare Officer (EWO).
- EWOs can offer advice and guidance as well as practical support when necessary. Supporting pupil attendance can involve the EWO collecting children from home and taking them to school, though this is following assessment of ‘exceptional individual cases’ with a specific time-framed plan. Secondary school- based EWOs are also responsible for monitoring pupil attendance and should inform their ‘Lead Teacher’ when they have concerns.
- Research informs us that we should be sighted on children who are missing from school for a variety of reasons that may increase risk including child sexual exploitation (CSE).

Action for schools

- The parent/carer should be contacted immediately and requested to locate their child and report to school when they have done so.
- If the parent/carer is unable to locate their child and the child cannot be contacted by telephone, the parent/carer should be advised to notify the police and report their child as missing.
- The police will make a decision about locating the child.
- A Children and Family Hub referral should also be made by school/college when there are concerns about children or a young person is reported as missing from school/education.

6.1 Children Missing from Education (CME)

If a problem is more than an attendance issue, and involves a child missing from education completely, please see separate policy - **Children Missing from Education (CME)**

7.0 Educated other than at School ‘EOTAS’ (See EOTAS policy)

Where a parent notifies the school that they are intending to remove the child so they can be educated at home, the EOTAS policy will be followed.

8.0 Safe learning environment

8.1 Digital Safeguarding (E-Safety)

Schools have a duty of care under the Law to assess and prevent possible harm to children. The field of digital safeguarding, also known as e-safety, is constantly evolving with the pace of technological change. Schools need to manage the attendant risks actively and in a timely manner in order to achieve effective digital safeguarding.

- You must be aware of the Digital Safeguarding Policy.
- Advice can be sought from the Head of Governance at ED.
- In the event that an allegation is made against a member of staff or volunteer, the school/college will follow ED Guidance for the Management of Allegations Against Staff Policy.
- The school/college will appoint a responsible staff member (the Head teacher), who will be the school representative for the purpose of managing the allegation, following procedures and will contact the DSO for all allegations raised. A second member of school/college staff will be identified as their deputy to act in their absence **OR** if allegations are made against the Head teacher.
- Where a staff member or volunteer is removed from the school following the upholding of an allegation against them and it is agreed by the ED panel that the person is unsuitable to work with children, the responsible person/Human Resource Department will refer the individual to the Disclosure and Barring Service (DBS).

8.2 Safer recruitment

St Martin's School operates a Safer Recruitment Policy, and is committed to safeguarding and promoting the welfare of children and young people. The policy provides recruitment and selection best practice and other human resources processes to enable the recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid, in the Department's services, but helps to deter, reject or identify people who are unsuitable. It sets out all the steps in the process and describes the vetting and pre-employment checks required.

Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school and will be dependent on whether they are carrying out regulated activity i.e. work that a barred person must not do.

St Martin's School has robust procedures for day-to-day staff management and supervision and clear procedures for reporting and acting on concerns.

8.3 Restrictive physical intervention

St Martin's School policy states to use physical intervention and restraint only in line with CYPES Positive Behaviour Policy.

Restrictive Physical intervention should only be used as a last resort after other strategies included in the establishment's behaviour policy. Physical restriction always carries a risk to the child or staff who may be harmed, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault (see St Martin's Restrictive Physical Intervention policy).

9.0 Allegations against members of staff Conduct and safe teaching practice

The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries. If allegations

are made against members of staff or volunteers, the Education policy on this will be followed by the Designated Lead or the Deputy Lead if the allegation is made against the Designated Lead.

10.0 Personal or intimate care

Providing intimate or personal care to pupils

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example, helping a child who has soiled themselves or supervising pupils who are changing for P.E. St Martin's School has a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed:

- Staff should follow any agreed school policy or practice when providing intimate or personal care;
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen;
- Parents should always be notified if intimate care has been provided;
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the Designated Safeguarding Lead in school;
- When children are changing, levels of supervision should be appropriate to the pupil's age;
- Staff should avoid any physical contact unless a child needs help;
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

11.0 Accident Reporting

CYPES requires schools and all other CYPES sites to formally report notifiable accidents to the Department. The report should be made using the dedicated online form at the earliest opportunity. A notifiable accident is an incident which results in:

- Death or major injury;
- 24 hrs hospitalisation or more than three (3) days absence from school or work;
- Accidents/incidents involving a student/pupil/contractor or a visitor (member of the public) (lawful or unlawful) on any ED controlled premises requiring an ambulance call out or treatment at the hospital;
- Any accident which is not severe enough to be notifiable should still be recorded by the school on an internal accident register.

12.0 Safeguarding Vulnerable Children

12.1 Children with SEND

Research has shown that children with SEND are more vulnerable to abuse and safeguarding children's welfare is everybody's responsibility. Therefore, awareness amongst professionals about safeguarding children with SEND and what constitutes best practice, is essential.

- They may have speech, language and communication needs which may make it difficult for them to tell adults what is happening.
- Many children with SEND are at an increased likelihood of being socially isolated with fewer outside contacts.
- They are especially vulnerable to bullying and intimidation.

- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour.
- They may have an impaired capacity to resist or avoid abuse.
- Assessments for some children with special educational needs may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational needs. Where children have physical and/or medical needs, other individual assessments will be completed by paediatricians, nurses, and therapists and a Care Plan will be implemented.
- Where a child has several assessments, it is important that these are coordinated so that the child does not become lost between the different agencies involved and their different procedures. Therefore, multi-disciplinary assessments and reviews should be coordinated by the most appropriate qualified practitioner.

12.2 Children living with domestic violence

The impact of domestic violence (DV) or domestic abuse (DA) on children should not be underestimated. Domestic violence can lead to both physical and psychological signs and symptoms in the victim. Substance misuse is also more common in the person enduring domestic violence than in the general adult population. The abuse of alcohol, prescription drugs, and illicit drugs may happen as a result of the violent relationship rather than being the cause of the violence. Research shows that experiencing domestic abuse can have negative effects on children, whether they are physically abused themselves, witness the abuse of another person *or* experience abuse within their own relationships.

Children and young people living with parental domestic violence/abuse are at risk of significant emotional harm and possible physical harm. Young people can also be involved in a violent relationship themselves.

Schools/colleges should refer children/young people to the Children and Family Hub if they believe that a child/ren are being affected by domestic violence. School staff can also support and refer victims of DA to the Independent Domestic Violence Advisor (IDVA). IDVAs provide confidential emotional support and practical guidance for victims in order to reduce risk and help them to identify solutions in order that they may leave their abusive relationship.

Although an independent service, IDVAs work closely in partnership with the States of Jersey Police Public Protection Unit (PPU). PPU are responsible for convening and chairing Multi-Agency Risk Assessment Conferences (MARAC) for high-risk DA cases.

Prior to attendance at a MARAC, the DSO will contact schools/colleges about children and young people to obtain information about how the child is presenting at school, and whether any concerns have been raised or problems identified in school. Head teachers/Designated Safeguarding Leads will also receive feedback following a MARAC.

12.3 Young carers

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation.

If schools have concerns about a pupil they believe to be a young carer, they can contact the Children and Family Hub for advice and can refer the pupil on for services and support.

12.4 Trafficked children

Some children may have been illegally brought into Jersey for the purposes of commercial gain, for example as domestic servants or forced labour or child sexual exploitation (CSE). They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. Parents or adult carers arriving with children may also be vulnerable and under exploitative control.

To avoid suspicion, traffickers may enrol a child on entry to Jersey posing as a family member, but remove the child from school shortly after. Schools need to be aware of any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a child or young person should be reported to the Designated Safeguarding Lead who should inform the DSO. Contact with Children and Family Hub Senior Practitioner will be made about how best to proceed with an enquiry.

12.5 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse, being broader in definition, involving manipulation and/or coercion of children and young people under the age of 18 into sexual activity in exchange for money, gifts, accommodation, affection, or status. Both girls and boys, and young women or young men can be victims of CSE. The young person often does not recognise the coercive nature of the relationship and does not see themselves as victims of exploitation.

Particular vulnerable groups include children and young people who go missing from school or who have disengaged from education altogether, those with a history of running away or going missing from home and those with special needs. Young people who abuse alcohol or drugs and/or are involved with *gangs* are also at greater risk. CSE is often a well organised crime, which can involve violence and trafficking.

Schools/colleges have a key role in educating children and young people about the dangers and importance of keeping themselves safe. CSE (at an age appropriate level) should be taught within the PSHE curriculum within the context of a healthy relationships programme.

Education Welfare Officers, Multi-Agency Support Teams (MASTs) and school counsellors need to be aware of any signs of suspected child exploitation activity within school; these workers are often in key positions to hear concerns throughout the school community about particular young people. Should any adult working with children or young people in school/colleges have concerns or suspicions about possible CSE, they must discuss this with their school/college Designated Safeguarding Lead immediately. The DSO or Children and Family Hub Decision-maker may also be contacted for advice and guidance.

12.6 Child-on-child sexual violence

For this, reference should be made to the KCSE (Keeping Children Safe in Education) statutory guidance for schools and colleges on how they should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of

the school or college premises, and/or online (what to look out for and indicators of abuse are set out in Part one of this guidance).

As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

12.7 Children at risk of female genital mutilation (FGM)

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK. This includes the transporting of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be performed in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards, with the average age tending to be between 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term. The mutilation or 'cutting' can, and does continue into adulthood affecting their quality of life emotionally, psychologically, physically and sexually. Schools need to be aware of girls who are at risk of FGM or have been abused through FGM.

For those at risk, schools should be aware of family plans to take the girl out of Jersey for a prolonged period. **If there is good reason to suspect that the child may be about to have the procedure, schools should contact the DSO or Children and Family Hub Senior Practitioner without notifying parents.**

For girls who have already had the procedure, schools should be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this. If school has any concerns they should contact the DSO or Senior Practitioner in Children and Family Hub immediately, especially if the girl has younger female siblings.

12.8 Children at risk of forced marriage

Any young person who is being forced into marriage they do not consent to, will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust in adults, especially those from 'their own community'.

Once a family have taken a child abroad for the marriage, it is more difficult for authorities to intervene. If schools have suspicions about a forced or "arranged marriage", they should contact the DSO without the parents/carers knowledge, for advice and guidance.

12.9 Privately fostered children

A privately fostered child is a child aged up to 16 years who is cared for by someone who is **not a parent or close family member** such as a grandparent, aunt, uncle or sibling, who does not have parental responsibility, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and carers and normally happens where parents are working or studying away or a child is sent to Jersey to live with family or friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking.

Schools should contact the Children and Family Hub to notify them of any private fostering arrangements that come to their notice. The Children's Service has a duty to visit a privately fostered child in order to safeguard their welfare. Any concerns or questions can be discussed with the Children and Family Hub decision-maker/Senior Practitioner

13.0 Working with aggressive and violent parents

It is not unusual for parents who are, or become involved with, Children's Services to become defensive frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that Social Worker intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child. Parents can also experience feelings of guilt and failure, which can manifest in aggressive communication or threats.

CYPES is aware of the impact of parental hostility on schools and takes the matter very seriously. Any threats against a member of staff must be examined in order to ensure the safety of them and the whole school. Aggressive or violent parents may provide an important indication of risk to the child. Therefore, where schools are working with families who are known to Children's Service and there are concerns about the behaviour of parents towards members of school staff, this must be shared with the DSO or Children and Family Hub.

In the event that a parent/adult poses an immediate threat or verbally threatens the Head teacher or other members of school staff, the Police should be called immediately.

14.0 Young people on Work Experience Placements

Please read in conjunction with *'The ED Work Experience Policy; Standards and Guidance, and the Children's Employment Law (2002)*

Young people may not be suitable for work that is undertaken by adults, or they may need additional supervision or information to carry out such work. There are certain work activities that young people might be restricted from doing, unless they are on a recognised work experience scheme. These factors must be **risk assessed** when someone who is under 19 years is employed, or where a premises acts as the host location for a work placement for a young person.

15.0 Drugs Incident Management

Please read in conjunction with:

ED 'Drugs Policy' and 'Administration of Medicine in School' policies

"Drugs education plays a key role in equipping children with the necessary skills, understanding and knowledge to move confidently into adult life. All within ED have a responsibility to inform our children and young people of the facts in a sensitive style that will engage and support them, using recognised and evidence-based teaching strategies."

Drugs include prescribed medications, tobacco, alcohol, solvents, as well as illegal drugs and it is important that children and young people understand the differences and risks.

Drug-related incidents

All schools and colleges have a duty of care to young people when dealing with drug-related incidents. There are clear overlaps with concerns about safeguarding, child protection and confidentiality.

Intoxication

Young people may be intoxicated under the influence of alcohol or drugs, or possess or deal in illegal drugs during the school day. If you believe a young person's health or well-being is at risk you should always treat as a First Aid incident with the young person's welfare as a priority and access medical care as required. ***This may involve calling the emergency services.***

Young people who are intoxicated may not be amenable to considering the issues that affect them. Trying to work with young people who are drunk or under the effects of drugs is not likely to be constructive and should normally be limited to helping manage any related aggression or other unsafe behaviour, or making the best efforts to get home safely. To ensure staff safety, if anyone feel that they are at immediate risk of harm should always call the police emergency services. Never handle needles, syringes or drug related 'paraphernalia' i.e. equipment. Cover the item with something suitable, for example a bucket and inform the police so that **it can be destroyed safely.**

16. Guidance re potential signs of abuse

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

- Children can have accidental bruising, but the following must be considered as non accidental
- unless there is evidence or an adequate explanation provided:
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.
- A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

- It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:
- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

- Fractures may cause pain, swelling and discoloration over a bone or a joint.
- Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

- A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming

- Running away

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes,
- warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to
- cultural norms or physical difficulties)

Concerning changes in behaviour or general presentation

- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing

- Wetting or soiling

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