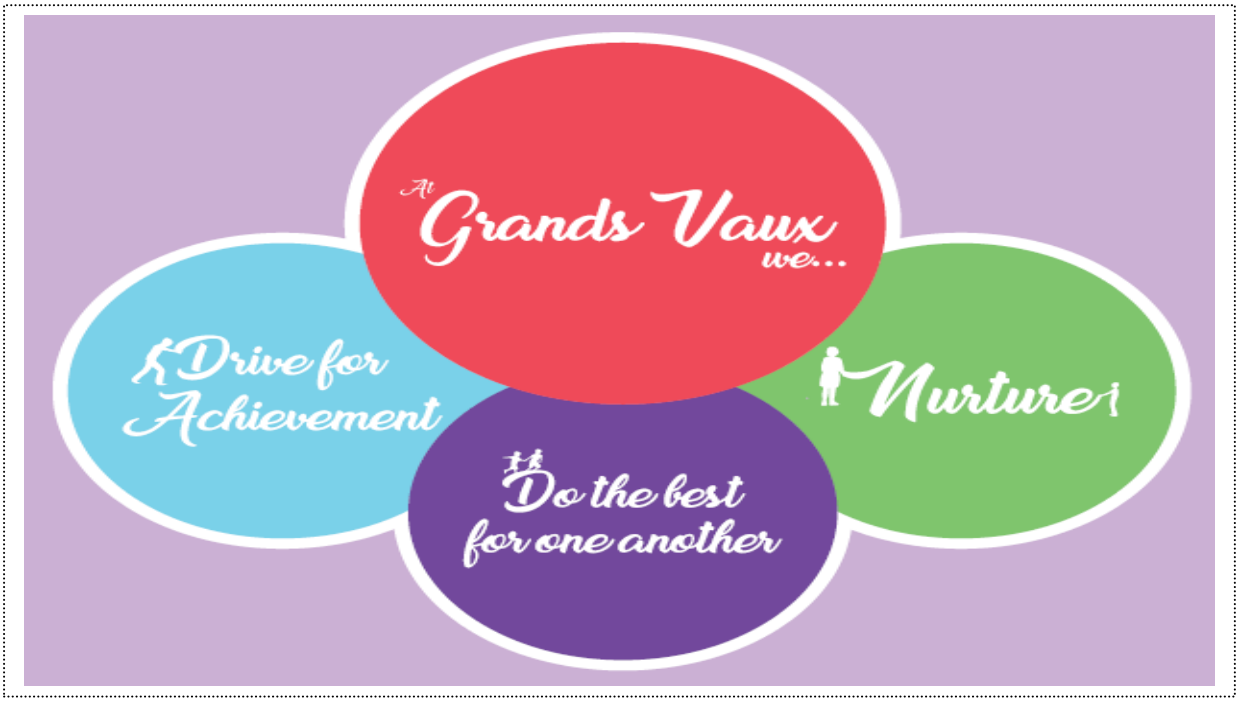
Safeguarding Policy



Agreed: …… Review Date: …Sept 25…….

Safeguarding

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Everyone who works with children should do what is best for each child.
Article 9: Your right to be with your Parents/carers if this is what's best for you.
Article 12: Your right to say what you think should happen and be listened to.
Article 19: You should not be harmed and should be looked after and kept safe.
Article 33: You should be protected from dangerous drugs.
Article 34: The government should protect children from sexual abuse.
Article 35: You have a right not to be sold.
Article 36: You should be protected from doing things that could harm you.
Article 39: Children should get special help if they have been abused.

Contents

1. Introduction
2. Overall Aims
3. Key Principles
4. Legislation and Guidance
5. Definitions
6. Expectations
7. Roles and Responsibilities
8. Confidentiality
9. The Designated Safeguarding Lead
10. Providing a Safe and Supportive Environment
11. Child Protection
12. Our Role in the Prevention of Abuse
13. What we do when we are concerned
14. Involving Parents/Carers
15. Multi-Agency Work
16. Our Role in Supporting Children
17. Allegations Against Staff
18. Allegations of abuse made against other pupils
19. Digital Safeguarding
20. Data Protection
21. Records Management
22. Health and Safety
23. Promoting Safeguarding via Learning
24. APPENDICES

1. Introduction

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development; and
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

(Jersey Safeguarding Partnership Board)

Every Child Matters raised five key issues that were deemed essential in the complete development of each and every child:

- must be and stay safe
- must be healthy
- must be able to enjoy and achieve
- must be able to achieve economic well-being
- must make a positive contribution

Grands Vaux Primary School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- Schools have a responsibility to play a crucial role in preventative education
- All staff and visitors have an important role to play in safeguarding pupils and protecting them from abuse.

Jersey Schools Review Framework (under review 2025)
In order to meet the expected provision in an outstanding school we must ensure:
"Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external agencies to support pupils who are at risk." (pg 68)
"Leader's work in an exemplary way to protect pupils from radicalisation and extremism. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training ensures staff's vigilance, confidence and competency to challenge pupil's views and encourage debate." (pg 68)

2. Overall Aims

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum;
- Encouraging pupils and Parents/carers to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, Parents/carers and agencies.

This policy applies to all adults, including volunteers, working in or on behalf of the school. All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated people of any concerns

This policy should be read in conjunction with other school policies on Child Protection, First Aid, Intimate Care, Encouraging Positive Behaviour, Online Safety, Lone Worker, Data Protection and CYPES policies relating to Health and Safety and Safeguarding. (These can be found here Children, Young People, Education and Skills Policies (gov.je))

3. Key Principles:

These are the key principles of safeguarding:

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

4. Legislation and Guidance:

We comply with the statutory legislation, guidance and arrangements issued by Jersey's Education Department – The Children, Young People, Education and Skills Department.

The Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), the Maintained Schools Governance Guide have been used to support the writing of this policy.

This policy has also used the following English legislation as best practice guidance:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- The statutory framework for the Early Years Foundation Stage.

5. Definitions:

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix One explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix One defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA) – in Jersey - CYPES
- A clinical commissioning group for an area within the LA – in Jersey -The Safeguarding Partnership Board
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

6. Expectations:

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead Miss Maria McCool or Deputy Designated Safeguarding Lead Ms Sam Tanner; and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead/Deputy immediately, and provide a written account as soon as possible.

All staff will receive level one in house training at least once every three years and regular/ongoing updates with annual safeguarding updates lasting at least 1 hour as part of the school's continual professional development cycle.

7. Roles and responsibilities:

Safeguarding and child protection is **everyone's** responsibility. This expectation applies to all staff, visitors and volunteers.

Our policy and procedures also apply to extended school and off-site activities.

All staff will be aware of our systems which support safeguarding, including this child protection and safeguarding policy, the staff [handbook/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy], the behaviour policy, and the safeguarding response to pupils who go missing from education

8. Confidentiality:

- Accurate timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping pupils safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other pupils

- The DSL should consider that:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk)
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for pupils involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 21, and allegations of abuse against staff in Appendix 17

9. The Designated Safeguarding Lead:

Our Designated Safeguarding Leads (DSL) on the senior leadership team are Miss Maria McCool (Headteacher) and Ms Sam Tanner (Deputy Head). They have lead responsibility and management oversight and accountability for child protection and will be responsible for coordinating all child protection activity. When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child. Files will be kept for at least the period during which the child is attending the school. These files are kept in the school office.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents/carers will be aware of information held on their pupils and kept up to date regarding any concerns or developments by the appropriate members of staff.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current Department guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

10. Providing a Safe and Supportive Environment:

School security

Grands Vaux School provides a safe and secure environment for pupils and staff to work in however the school is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Potential problems to safeguarding are limited as far as possible by:

- pupils remain with their teacher until they are individually passed on to their parent or carer at the end of the day;
- Staff sign a Staff Access Agreement ensuring security and safe keeping of school keys, fobs and access codes and passwords;
- exterior fencing must be locked, the gates are only unlocked when parental/carer access is needed these must be secured at all other times;
- the external doors (apart from the front sliding doors) should be locked except at the beginning and end of each day and there are signs reminding people of this;
- fob activated doors are accessed by a staff passcard/fob – these are only to be used by Grands Vaux School Staff must be secured safely alongside school ID;
- Staff must wear their staff ID as a matter of routine. This must stored securely when not worn;
- there should be a member of staff in the reception or deputy head's office to monitor the front entrance at all times;
- visitors and volunteers must only enter through the main entrance and after signing in at the office;
- if visitors do not have officially recognised ID Grands Vaux will issue our generic visitor ID. This must be worn by visitors as it is an assurance that they have checked in at the office as require. Returning this ID as they sign out and leave;
- pupils will only be allowed home with adults with parental responsibility or confirmed permission;
- pupils should never be allowed to leave school alone during school hours, and if collected by an adult, signed out;
- staff should store valuables in the locked cupboard in their classroom or staff lockers;
- staff should challenge unidentified / unknown people on school premises;
- adults and parents/carers visiting the school should use staff toilets only and not children's toilets;
- pupils are encouraged to cross the main road with a lollipop trained member of staff;
- staff are responsible for locking doors and securing windows in their classroom at the end of the school day;
- teaching staff are responsible for checking their learning environment daily for safeguarding concerns;
- all staff are responsible for reporting any safeguarding concerns to the Headteacher and Caretaker.

Should a child leave the school premises without permission then SLT must be informed immediately. Parents/carers will then be informed of the incident and the police if necessary.

Safer Recruitment and Selection:

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

Children, Young People and Skills (CYPES) have introduced an excel spreadsheet for all schools to record on a Single Central Register. This is to replace or run alongside the schools own DBS record system. It is to be in place as a statutory requirement by September 2024 and will feature in the revised Schools Review Framework. Grands Vaux School has adopted this method of recording eligibility checks on all staff (see Appendix Four).

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:
* reference checks
* an identity check, (identification checking guidelines can be found on the GOV.UK website)
* an enhanced DBS check (with children's barred list check) requested/certificate provided
* a prohibition from teaching/childcare check
* further checks on people who have lived or worked outside the UK
* a check of professional qualifications, where required, and
* a check to establish the person's right to work in the United Kingdom/Jersey
* overseas check.

The details of an individual should be removed from the single central record once they no longer work at the school.

Miss Maria McCool and Miss Sam Tanner have undertaken Safer Recruitment training. Either Miss Maria McCool or Miss Sam Tanner will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

Induction of newly appointed staff, volunteers and work placements:
All staff, supply teachers, volunteers and people on work placements who work in school have a Disclosure and Barring Service (DBS) check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher. The Children Young People Education and Skills Department (CYPES) is informed directly by the Disclosure and Barring Service (DBS).

All new volunteers and work placements discuss and sign a set of guidelines for good practice, a confidentiality agreement, Child Protection Guidelines and an acceptable use policy, with the Head teacher or Deputy Head teacher.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

The list of Parents/carers who have a DBS check is kept by the school secretary, who will advise individual class teachers on request.

Whistleblowing
If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. For additional guidance see the CYPES policy 'Dealing with Allegations against Staff & Volunteers' and Appendix Three of this document.

Induction of volunteers
For extended contact with pupils, when pupils may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children. The school secretary keeps an up to date list of Parents/carers who are DBS checked which is available on request to class teachers. All volunteers sign a guidelines document and a confidentiality agreement following a meeting with the Head, Deputy or class teacher.

Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. Any visitors to the building must be signed in and out of the school building at the office and must wear a visitor badge which can be clearly seen. They should enter and exit the school building by the main entrance only.

Partnerships with outside agencies

Grands Vaux Primary School recognises that it is essential to establish positive and effective working relationships with external agencies such as Social Services, Educational Psychologists. EWO's and Children's Services. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Attendance

Excellent attendance is expected of all children, but when pupils are unwell Parents/carers are expected to confirm absence by telephone immediately.

The school works closely with the Education Welfare Officer (EWO) whenever a child's attendance and punctuality causes concern. Positive measures are put in place to encourage pupils to attend regularly and punctually. An Attendance plan will be set up and monitored in the first instance by the class teacher (see Appendix Five), before there is a need for a formal referral to the EWO.

If an unacceptable pattern of lateness develops for a child, the parent is contacted by the school.
The member of staff responsible for family link is Mrs Lesley Romeril.

Children Missing From Education

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."*

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

The KCSIE 2023 document clarifies - Children absent from education are on the school roll, but are regularly not attending. Children missing education aren't on any school roll or being educated elsewhere.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with pupils who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow our child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Non-collection of children

As a school we understand that there may be times where circumstances can be beyond our control and that this can impact upon schedules and collection routines – however, this would be a rare occasion and not a common place event.

Some pupils do become anxious when the usual collection routines change unexpectedly – staff will reassure the child that we will investigate and find out who is collecting.

If a child is not collected at the end of the session/day, we will:

- Allow a reasonable time for possible delay due to traffic or unforeseen incident
- Attempt to make contact with parent/carer due to collect to clarify collection arrangements
- Failure to make contact with this parent/carer – School will work through the contact lists held on file in priority order (this is one reason why contact info must be kept up to date) to clarify collection arrangements
- Once collection arrangements are confirmed these will be shared with the child to offer reassurances.
- If collection arrangements change through the school day Parents/carers/carers must inform the school as soon as feasibly possible. Phoning at the end of the day makes it difficult to effectively pass on information.
- If someone attempts to collect who was not expected staff will challenge this and request that the office call to confirm with the parent/carer usually collecting
- If all repeated attempts to get in touch with parents/carers/contacts on the child's data sheet fail school will seek advice from the CHILDRENS AND FAMILIES HUB and possibly other agencies – Children's Services, emergency services to attempt to clarify the situation
- Regular late collection will be noted on the system as a safeguarding concern and a meeting between parent/carer and class teacher and/or head teacher to clarify the issues with collection and an attendance plan devised to support with routine timely collection.
- Escalation to Education Welfare Officer involvement will be necessary should the attendance plan fail to result in prompt end of day collection.
- Continued late collection may also be referred to MASH via the CHILDREN AND FAMILIES HUB for further advice.

Behaviour

Good behaviour is essential in any community and at Grands Vaux Primary School we have high expectations for this. We aim to promote good behaviour, rather than merely deterring anti-social behaviour. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Although the emphasis is always on the positive there are also times when pupils have to be disciplined in order to maintain the safety and security of all pupils and staff.

Please refer to the Encouraging Positive Behaviour Policy (to become Positive Relationships Policy) for further information and guidance.

Counter Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Please refer to the Encouraging Positive Behaviour Policy for further information and guidance.

Racial tolerance
The school will work hard to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and in the PSHE curriculum. The pupils take part in discussions designed to raise awareness and address prejudices.

First aid
Please see Grands Vaux School's First Aid Policy for more detail.
In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- a trained first aider is consulted
- if staff are concerned about the injury or a mark has been left the Parents/carers are contacted and options discussed
- if the injury is a head bump – first aid is given, a head bump sticker is given to the child, a text and email are sent to Parents/carers via the office and the adult collecting at the end of the day is informed about the incident and a head bump letter is issued
- other first aid incidents – first aid is given, a first aid sticker is issued and teachers informed
- if an injury requires A&E treatment an accident form is completed online which CYPES have access to

School trips
Staff are actively encouraged to take pupils out on visits to enhance their learning. These trips should be carefully planned for to minimise risk and safeguard our pupils. The following guidance should be followed:

- the minibus may only be driven by a minibus trained member of staff
- ratios for visits must be maintained at all times – 1:6 for FS and KS1 and 1:12 for KS2
- booster seats appropriate for a child's height must be used
- Parents/carers used to help with transportation must be police checked and hold fully comprehensive insurance
- a first aid kit and mobile phone must be taken on all trips
- first aid provision must be considered in the risk assessment and if necessary a trained first aider supports with the trip
- a risk assessment and visit form must be handed to the Headteacher a minimum of one week before any visit for approval

Traveling to and from school
Some older pupils (in year 4,5 and 6) walk or cycle to school unaccompanied by a parent or carer. If this is the case a letter must be written by the parent to the school explaining this. Pupils cycling to school are encouraged to hold the Cycling Proficiency certificate. Pupils cycling or walking unaccompanied may bring a mobile phone to school for safety purposes but this must be handed into the office for safe keeping.

11. Child Protection:

In addition to this guidance please also see the Child Protection Policy.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. See Appendix One – Definitions and indicators of Abuse, Appendix Six – Radicalisation, Appendix Eight – FGM and Forced Marriages. The relationships between staff, pupils,

Parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The designated adults for Child Protection are the Headteacher, Miss Maria McCool and the Deputy, Ms Sam Tanner. There are detailed Child Protection guidelines which are displayed in every class and reviewed with staff at least annually. The Child Protection policy should be referred to by staff for more detailed information and guidance.

It is the Headteacher's responsibility to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff have had appropriate child protection training, which is updated at least every three years.

We recognise that some pupils may be especially vulnerable to abuse. We recognise that pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some pupils who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Please refer to the Child Protection Policy for further information and guidance.

Process:
Volunteers:
All School based volunteers will receive and sign a copy of the 'Child Protection guidelines Briefing sheet'. School based volunteers and ECOF volunteers will receive a copy of the 'Grands Vaux Safeguarding notes', with copies of the' Volunteers safeguarding and concern reporting form' to complete when required. The volunteer who has a Child Protection concern will immediately inform a designated child protection adult, who will seek guidance as necessary.

Staff:
All adult staff must be aware of the difference between those concerns that can be dealt with under normal classroom practice and those that need an Internal Referral.

Normal Classroom Practice:

- Those matters that occur daily and regularly under normal circumstances in a classroom regarding teaching and learning, everyday routines and the range of normal behaviours of children. This will also include the usual and acceptable everyday interaction between their peers and the relationships that must exist between home and school.
- These would be the things that would be dealt with on a daily basis by the teacher and will involve both the praise for achievements and the consequences of unacceptable behaviours.

Internal Referrals:

- Are for those concerns which reach outside the norms of the classroom or are those which are within the norms but have become repetitive, frequent and difficult to alter, amend or stop.

MYCONCERN– REPORT A CONCERN:

An internal referral should be completed via the MyConcern report a concern feature when the thresholds detailed in this policy and in the Child Protection Policy have been reached. Each section should be completed as best as possible, as soon as possible (by hand initially if necessary). Staff will type these records into the Report a Concern form, which is accessed by logging onto - https://www.myconcern.education/Account/Login?returnUrl=%2FConcern%2FView%3Fuid%3D22777749-9319-4280-b78c-d59615b12289%26selectedArea%3DFiles

The logging of this concern will automatically be raised with Designated Safeguarding Lead via email.

Information of a confidential/sensitive nature will be stored within this system, there is restricted access to this via a two feature access code.

Should the member of staff who has a Child Protection concern need guidance or clarification they will immediately inform a designated child protection adult. The Head Teacher/Deputy Head Teacher/Designated Safeguarding Lead (DSL) or other designated adults will complete the necessary aspects of the MyConcern protocols and complete a referral to MASH through CHILDREN AND FAMILIES HUB should one be needed.

INTERNAL REFERRAL REPORTING A CONCERN:
For colleagues who are not employed staff, supply teachers, volunteers, visitors the internal referral form is available in the main office/classrooms should a safeguarding concern arise. This should be shared with the DSL as a matter of urgency. See Appendix Twelve.
CHRONOLOGIES:
A singular based pupil chronology is established on MyConcern. A whole school log is also updated. See Appendix Thirteen.

CONFIDENTIALITY AND INFORMATION SHARING:
All information obtained by Grands Vaux Primary 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. School should obtain written informed consent from Parents/carers/carers, which should be signed and dated in order to share information.

However,* the child's welfare is paramount and School needs to make a professional judgement in circumstances where pupils 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 and the Data Protection Authority (Jersey) Law 2018

Where a child is at risk of suffering significant harm, School has 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, School will 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/carers made aware of this. Before taking this step, 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.

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/carers should also be made aware of School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the Designated Safeguarding Lead or seek advice from MASH Decision-maker or CYPES Head of Governance (Shirley Dimaro).

Staff support:
We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate. Where appropriate staff will be provided updates on cases and referrals made.

Monitoring and review
It is the responsibility of the SLT (Senior Leadership Team) to monitor the effectiveness of the Safeguarding Policy through continual self-evaluation.

The SLT will ensure that:

- the school has a child protection policy
- all other linked policies are kept up to date and shared with staff
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy)
- staff undertake appropriate child protection training

12. Our Role in the Prevention of Abuse:

The curriculum
Relevant issues will be addressed through the PSHE curriculum, for example healthy and respectful relationships, sex and relationship education, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship (including coercive and controlling behaviour), the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support, what constitutes sexual harassment and sexual violence and why they're always unacceptable, emotional literacy, assertiveness, Online Safety and bullying.

All our policies which address issues of power and potential harm, for example bullying, restraint, positive behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

Our safeguarding policy through the school's values, ethos and behaviour policies provides the basic platform to ensure pupils and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

13. What we do when we are concerned:

Where risk factors are present but there is no evidence of a particular risk then our DSL advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

The DSL can decide to notify the CHILDREN AND FAMILIES HUB of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.

14. Involving Parents/Carers:

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through our website and newsletters.

15. Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to MASH through CHILDREN AND FAMILIES HUB: Tel: 519000.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

At Grands Vaux School we are working in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence/abuse in their household. This scheme is called Operation Encompass in the UK with Jersey using a Domestic Abuse Protocol to mirror good practice.

In order to achieve this, MASH will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s) in school. On receipt of any information, the Designated

Safeguarding Lead will decide on the appropriate support the child requires. We record this information and store it securely with the record keeping procedures outlined in this policy.

16. Our Role in Supporting Children:

We will offer appropriate support to individual pupils who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Pupils and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a risk assessment. We will ensure that the needs of pupils and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

17. Allegations Against Staff:

This procedure should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards pupils and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the CYPES Department's Designated Officer. For additional guidance see the CYPES policy 'Dealing with Allegations against Staff & Volunteers' and Appendix Three of this document. The Jersey Designated Officer should also be contacted: 443566.

18. Allegations of abuse made against other pupils:

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse
If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the CHILD AND FAMILIES HUB and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all pupils involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the pupils and adolescent mental health services (CAMHS), if appropriate
- See also counter bullying measures as referenced in Positive Behaviour Policy (Positive Relationships)

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting pupils and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse
We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- Pupils can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
- That certain pupils may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns

19. Digital Safeguarding:

We recognise the importance of safeguarding pupils from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff and volunteers
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Reinforce the importance of online safety when communicating with Parents/carers. This includes making Parents/carers aware of what we ask pupils to do online (e.g. sites they need to visit or who they'll be interacting with online)

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content –** being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact –** being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as pupils or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct –** personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce –** risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
  - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff and volunteers aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology AUP (Acceptable Use Policy)
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems – The school uses the package Impero Education Pro to monitor learner wellbeing and device management to enhance digital learning, support IT administration and monitor safeguarding issues. Concerns flagged by this system are responded to by the DSL and actions noted on the system. Notifications received to the DSL inbox are responded to as well as regular checks on the real time portal.

- Carry out regular review of our approach to online safety, supported by regular risk assessment that considers and reflects the risks faced by our school community
- We monitor how the school is portrayed online by Parents/carers, pupils and staff- and demonstrate how this is monitored.
- We do not request for a website to be unblocked or application installed unless a risk assessment has been completed.
- If staff know of misuse, either by a teacher or child the issue should be reported to the Headteacher or E Safety Officer – Ms Sam Tanner. Following the Online Safety policy, pupils have signed an AUP before being allowed to use ICT equipment at school. Pupils are aware that breaking the AUP can lead to pupils being denied access to ICT equipment.

As Child Protection Officer, the Headteacher has overall responsibility for internet safety. The ICT co-ordinator and ICT technician have direct access to all email addresses and passwords.

Mobile phones

Pupils are permitted to bring mobile phones to school because this can improve their safety when they are traveling to school unaccompanied. They must give their mobile phone to the office to look after during the day. See AUP Appendix Fourteen.

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present and access these in appropriate spaces within school. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. (see Online Safety policy, Staff handbook, Staff AUP).

Photographing and videoing

We regularly take photos of the pupils at school. We may use these images within classrooms, in corridors and in our school's information booklet or in other printed publications, as well as our web site. We may also make video or web cam recordings of school events such as residential trips or assemblies. Videos are used to assess children's speaking and listening skills, PE skills and for specific projects.

Any photographs or video MUST be on school supplied equipment and NOT personal devices. Storage of such images are secure as all hardware needs a code to access, any material hosted on our behalf such as Tapestry require parental permission. Please see AUP, First Aid, Data Protection and IT policies for additional information. As per the First Aid Policy - Adults may want to have an additional photographic record of any injuries (these would not be for evidentiary purposes as photographs of this nature need to be undertaken within specific guideline and circumstances). This must be only at the desire of the injured adult using their OWN device and under **NO** circumstances to be of children.

We follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

From time to time, our school may be visited by the media who will take photographs or video /film footage. Pupils will often appear in these images which may be used in the JEP or on televised news programmes. School photographs that are for use outside of school are anonymous unless specific permission has been received from Parents/carers.

Parents/carers are asked to sign a consent form upon entry to school stating whether they are happy for such photographs and videos to include their son or daughter. Conditions of use of photos and video footage are clearly stated on the back of the consent form. Teachers are informed of pupils who do not have parental consent.

If Parents/carers wish to take photographs/video of their pupils during class assemblies/performances, they are informed that they can do so but must keep in mind they should not focus on other pupils and not to publish photographs/film of other pupils on social networking websites.

Parents/carers are not allowed to take photos when they are helping on trips.

Artificial intelligence (AI)
Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and Parents/carers/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our encouraging positive behaviour policy.

20. Data Protection:

As a school we register with the Information Commissioner annually as a data controller.

We ensure that all staff are aware of the Data Protection Law and ensure that all personal and sensitive personal data is processed securely and within the Law.

We do not publish a picture of a child without written permission from a parent.

We do not transfer personal data to a third party (including web based companies such as Google) without completing a risk assessment.

21. Records Management:

We will keep up to date and accurate information in order to keep pupils safe and provide appropriate care for them. This is stored centrally in the office in a locked / secure filing cabinet. This information will not be shared with anyone apart from staff members unless a child is 'at risk'. Any paper work including personal information / data should be destroyed appropriately and placed in the bins for shredding.

MyConcern is the software package that schools in Jersey use for electronic recording and logging. It is a trusted and secure platform. It also provides safeguarding leads with the statutory, legal and moral obligations they have to those in their care.

As a school, we transfer ALL school records (including child protection records (paper and E-copy) as well as other sensitive records) to the destination school in a secure manner.

We will seek and obtain school records from the previous school of a transferring pupil.

We adhere to the retention schedules for storing and destroying data and will not destroy data until the retention period has expired.

We ensure that a pupil's school record remains at the last educational establishment they attended (including Highlands College) until they reach 25 years of age.

22. Health and Safety:

The school has designated individuals responsible for health and safety within the school. These include the Head Teacher, Deputy Head and Caretaker.

The school is aware of, and disseminates, all the Department's Health and Safety Policies and the critical incident guidance.

We ensure that staff and volunteers are competent and trained to an appropriate level.

We ensure that premises and accommodation are maintained to a high standard.

We ensure that ALL staff know how to cope with critical incidents or emergencies such as fire.

We undertake appropriate hazard identification and risk assessments to cover the school's premises, equipment, on-site and off-site activities.

We report ALL notifiable accidents to the Department via the online portal.

We keep thorough records of health and safety incidents and issues.

23. Promoting Safeguarding via Learning:

We use a range of strategies to promote safeguarding, e.g. teaching children/ young people how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety.

We teach pupils and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe.

24. APPENDICES:

APPENDIX ONE - DEFINITIONS AND INDICATORS OF ABUSE

These definitions are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another

- Serious bullying (including cyber-bullying), causing pupils frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

RESPONSES FROM PARENTS/CARERS

Research and experience indicates that the following responses from Parents/carers may suggest a cause for concern across all categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Quick to explain/over compensate/defensive when offering reasons behind injuries/behaviours;
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents/carers request removal of the child from home; or
- Violence between adults in the household.

DISABLED CHILDREN

When working with pupils with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;

- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO - DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Pupils very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards: You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.**

Pupils making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

APPENDIX THREE - ALLEGATIONS ABOUT A MEMBER OF STAFF OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

- **Neglect**

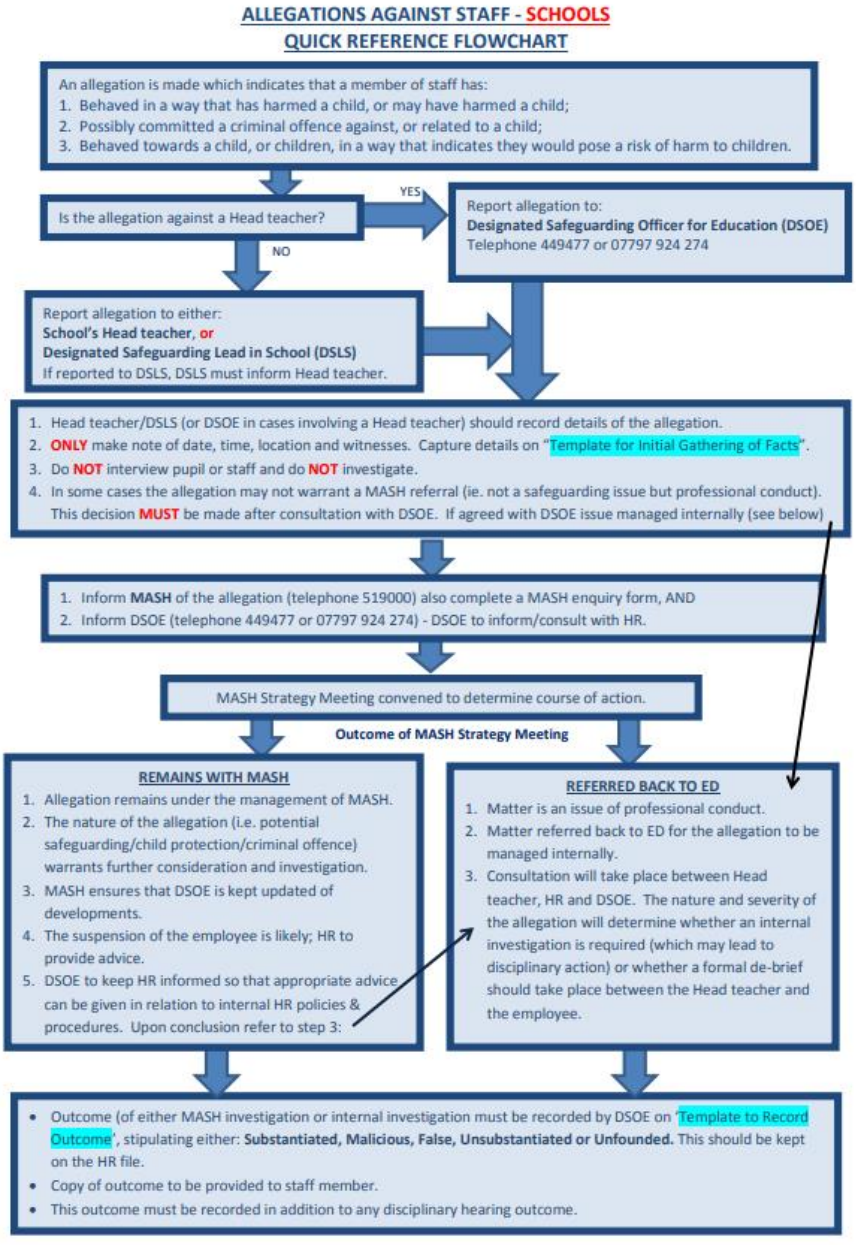
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

If a child makes an allegation about a member of staff, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation herself or interview pupils.

The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Jersey Designated Officer (JDO) Team .If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.

See Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings
https://www.gov.je/education/documents/managing%20allegations%20policy%20.pdf



https://www.gov.je/SiteCollectionDocuments/Education/P%20Dealing%20with%20Allegations%20Against%20Staff%20and%20Volunteers%2020170524%20CC.pdf

- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

Concerns that do not meet the harm threshold
This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns
The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of pupils on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns
We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 3 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff handbook and GoJ Code of Conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

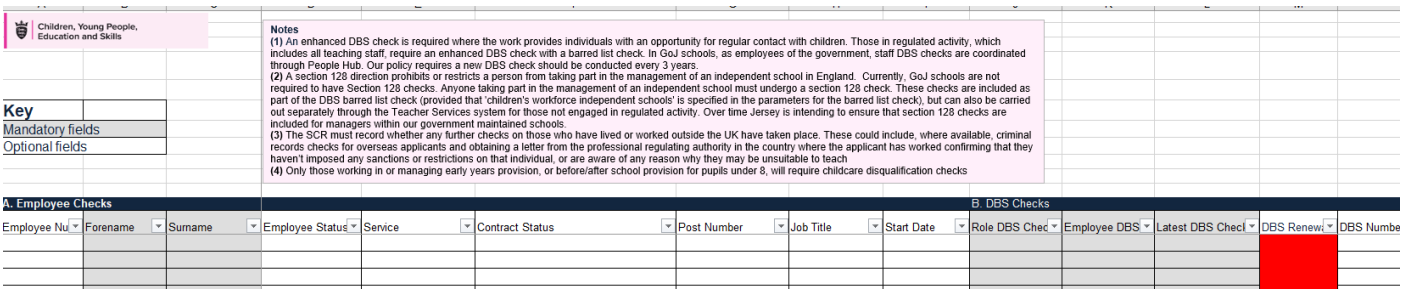
All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

APPENDIX FOUR – SINGLE CENTRAL RECORD



Children, Young People, Education and Skills

Notes

(1) An enhanced DBS check is required where the work provides individuals with an opportunity for regular contact with children. Those in regulated activity, which includes all teaching staff, require an enhanced DBS check with a barred list check. In GoJ schools, as employees of the government, staff DBS checks are coordinated through People Hub. Our policy requires a new DBS check should be conducted every 3 years.
(2) A section 128 direction prohibits or restricts a person from taking part in the management of an independent school in England. Currently, GoJ schools are not required to have Section 128 checks. Anyone taking part in the management of an independent school must undergo a section 128 check. These checks are included as part of the DBS barred list check (provided that 'children's workforce independent schools' is specified in the parameters for the barred list check), but can also be carried out separately through the Teacher Services system for those not engaged in regulated activity. Over time Jersey is intending to ensure that section 128 checks are included for managers within our government maintained schools.
(3) The SCR must record whether any further checks on those who have lived or worked outside the UK have taken place. These could include, where available, criminal records checks for overseas applicants and obtaining a letter from the professional regulating authority in the country where the applicant has worked confirming that they haven't imposed any sanctions or restrictions on that individual, or are aware of any reason why they may be unsuitable to teach
(4) Only those working in or managing early years provision, or before/after school provision for pupils under 8, will require childcare disqualification checks

Key
Mandatory fields
Optional fields

A. Employee Checks									B. DBS Checks				
Employee Nu	Forename	Surname	Employee Status	Service	Contract Status	Post Number	Job Title	Start Date	Role DBS Chec	Employee DBS	Latest DBS Checl	DBS Renew	DBS Numbe

APPENDIX FIVE – ATTENDANCE PLAN

Government of JERSEY

ATTENDANCE / PUNCTUALITY / WELFARE PLAN

This Plan should be developed following initial consultations with the parent/carer, the school and other agencies as appropriate

Date of Plan:		**Review Date:**	
Name:		**D.O.B**	**Year:**
School: Grands Vaux		**School Contact:**	
Parent/Carer:		**Tel:**	
Email:			
School Practitioner			
Purpose of Plan *(concern/attendance data)*			
Pupil: *(impact on the pupil)* **Views and agreed actions**			
Parents/carers: **Views and agreed actions**			
School: **View and agreed actions**			
Other Agency (as appropriate):			

Signed: Parents/carers .....

Pupil .....

School Practitioner .....

APPENDIX SIX - INDICATORS OF SUSCEPTILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the UK Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. **Terrorism** is an action that:
- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or

- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

5. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or X
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Pupils who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong

APPENDIX SEVEN - HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL will be aware of contact details and referral routes so they can raise/progress concerns at the earliest opportunity.
Where a child has been harmed or is at risk of harm, the DSL will also make a referral to CHILDRENS AND FAMILIES HUB.

APPENDIX EIGHT – SO-CALLED 'HONOUR' BASED ABUSE (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.
Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.
All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FEMALE GENITAL MUTILATION

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally.
Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.
Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.
The DSL will make sure that staff have access to appropriate training to equip them to be alert to pupils affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or Parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other pupils about it (although it is important to take into account the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'child health record' and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

FORCED MARRIAGE

Forcing a person into marriage is a crime. In addition, since February 2023, it has also been a crime in the UK, to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.
If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.
The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

APPENDIX NINE – CHILD-ON-CHILD ABUSE

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.
Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where pupils abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy.

Sexual violence and sexual harassment between pupils in schools

Sexual violence and sexual harassment can occur:

- Between 2 pupils of any age and sex
- Through a group of pupils sexually assaulting or sexually harassing a single child or group of pupils
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Pupils who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, pupils with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in in this policy.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that pupils displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting
Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through our police community support officer

Recording incidents
All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 21 of this policy also apply to recording these incidents.

Curriculum coverage

The below is provided as an example of how you might demonstrate the way your curriculum covers the sharing of nudes and semi-nudes. Insert details of your own approach here.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

APPENDIX TEN – SERIOUS VIOLENCE

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

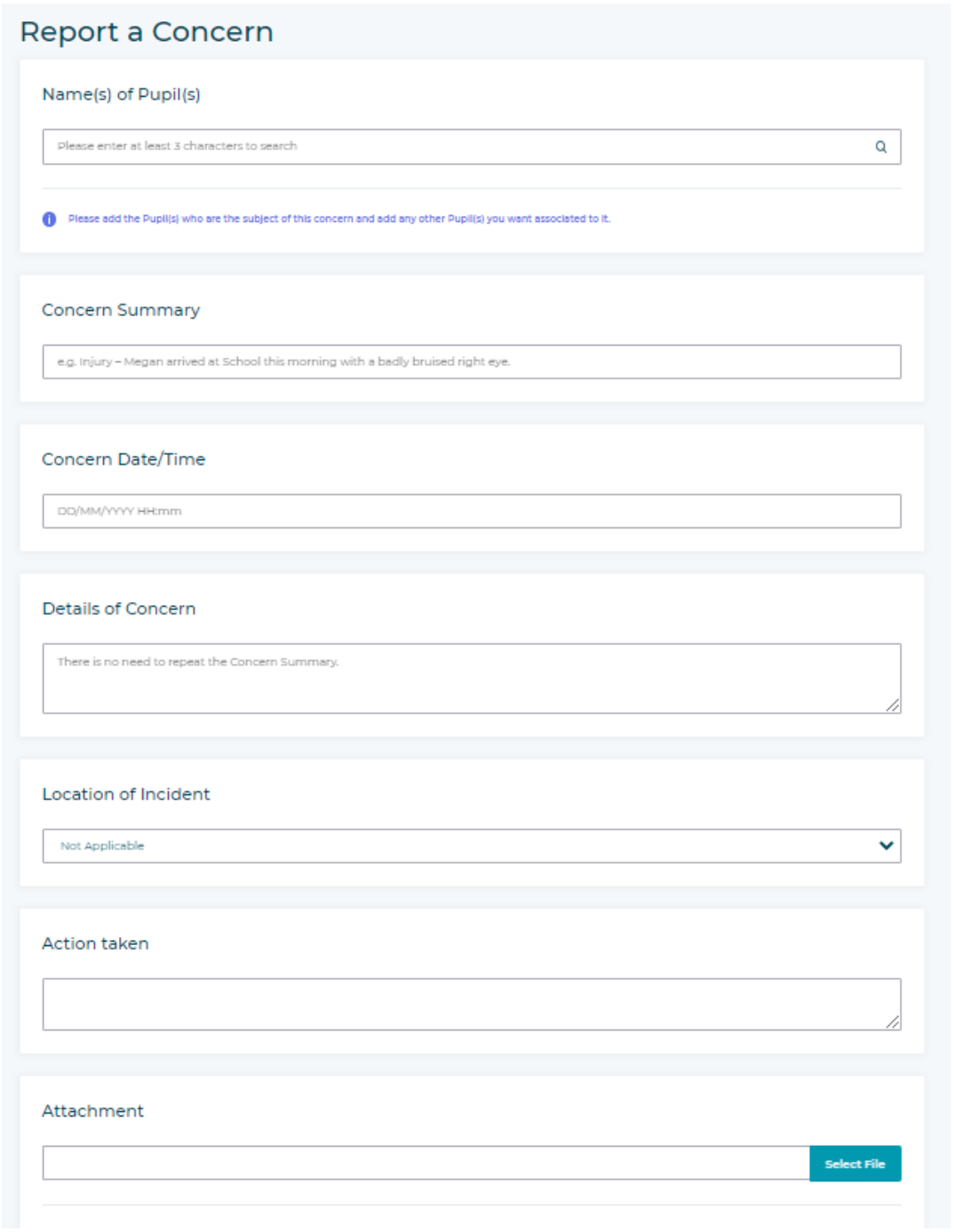
- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

APPENDIX ELEVEN– MYCONCERN REPORT A CONCERN



APPENDIX TWELVE - INTERNAL REFERRAL CONCERN REPORT FOR SUPPLY TEACHERS, VISITORS AND VOLUNTEERS

GRANDS VAUX PRIMARY SCHOOL
INTERNAL REFERRAL CONCERN REPORT

Name of Pupil or adult:		Send: Y/N (details):	
Pupil or adult DOB:		Religion:	
Male/Female:		Ethnicity:	
SEN:		Date of concern:	
Name of person reporting concern:		Time of concern:	
Position in School:		Signature of person reported:	
		Name in PRINT:	
Place of incident or concern		Date and Time of this recording:	
Where this was reported		Date/time referred to Headteacher/ DSL:	

Type of incident / concern			
Child Protection		Bullying	
Health		Racial discrimination	
Attendance /Welfare		Behaviour / Discipline	
Gender discrimination		Parent Contact	
E-Safety		Other	

Your Description/Account of incident or concern (What was said, observed, reported and by whom)
Other relevant information (previous history, background information)
What did the child/young person say: Additional information (your observations, context of concern/disclosure)
Your Response to Pupil/young person: (what did you do/say following the concern)

Action and response of DSL/Headteacher with date and time: eg. Spoke to parents, arranged a meeting with Parents/carers, completed MASH enquiry			
Feedback given to member of staff reporting concern:			
Information shared with any other staff? If so what information was shared and what was the rationale for this?			
Referral to MASH		Referral to E.W.O.	
Reported to C.S. (Existing case)		Copy placed on internal file	
Referral to the Department		Referral made to other agency	
Name of Headteacher / DSL (PRINT)			
Signature of Headteacher / DSL			
Date			

APPENDIX THIRTEEN – WHOLE SCHOOL CP TRACKING GRID

Grands Vaux CP Register and Tracking Grid

						Oct-18					
Forename	Surname	Date of Birth	Year	Date Started	Date Stopped	Child Protection	Child In Need	Early Help	Well-Being Practioner	Family Support Worker Involvement	EWO Involvement

APPENDIX FOURTEEN – ACCEPTABLE USE POLICY

Grands Vaux Primary School
Acceptable Use Policy
Sept 2024

Introduction

Digital technologies have become integral to the lives of children and young people, both within and outside schools. These technologies are powerful tools, which open-up new opportunities for everyone. They can stimulate discussion, encourage creativity and stimulate awareness of context to promote effective learning. Learners should have an entitlement to safe access to these digital technologies.

This acceptable use agreement is intended:

- to ensure that learners will have good access to devices and online content, be responsible users and stay safe while using digital technologies for educational, personal and recreational use
- to help learners understand good online behaviours that they can use in school, but also outside school
- to protect school devices and networks from accidental or deliberate misuse that could put the security of the systems and users at risk.

Acceptable Use Agreement

When I use devices I must behave responsibly to help keep me and other users safe online and to look after the devices.

For my own personal safety:

- I understand that what I do online will be supervised and monitored and that I may not be allowed to use devices in school unless I follow these rules and use them responsibly
- I will only visit internet sites that adults have told me are safe to visit
- I will keep my username and password safe and secure and not share it with anyone else
- I will be aware of "stranger danger" when I am online
- I will not share personal information about myself or others when online
- if I arrange to meet people off-line that I have communicated with online, I will do so in a public place and take a trusted adult with me
- I will immediately tell an adult if I see anything that makes me feel uncomfortable when I see it online.
- I will have a password to gain access to the internet and will not share it. Logging into another child's account is not allowed.
- I will log out of any school device that I am using when I have finished.
- I understand that Grands Vaux School may search a device that I am using to ensure compliance with the Acceptable Use Policy.

I will look after the devices I use, so that the school and everyone there can be safe:

- I will handle all the devices carefully and only use them if I have permission.
- I will not try to alter the settings on any devices or try to install any software or programmes.
- I will tell an adult if a device is damaged or if anything else goes wrong.
- I will only use the devices to do things that I am allowed to do
- I will not eat or drink while using a device.

I will think about how my behaviour with technology and online might affect other people:

- When online, I will act as I expect others to act toward me.
- I will not copy anyone else's work or files without their permission.
- I will be polite and responsible when I communicate with others and I appreciate that others may have different opinions to me.
- I will not take or share images of anyone without their permission.

I know that there are other rules that I need to follow:

- Mobile phones must be handed into the office at the start of the day and collected at the end of the day. It can only be switched on when I have left school site.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I should have permission if I use the original work of others in my own work.
-

I understand that I am responsible for my actions, both in and out of school:

- I know that I am expected to follow these rules in school and that I should behave in the same way when out of school as well.
- I understand that if I do not follow these rules, I may be subject to disciplinary action. This could be…
- My teacher deciding I can only use the internet if they sit next to me.
- My teacher could stop me from using technology or the internet for a period of time.
- My parents will be contacted.
- I could face suspension from school.

Learner Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the acceptable use agreement. If you do not sign and return this agreement, access will not be granted to school systems

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Name of Learner: Group/Class:

Signed: Date:

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	July 2012	Amory Charlesworth	Draft	Teaching staff	J.Hervieu	Sept 2012
0.2	June 2016	Janice Hervieu	Review	Teaching staff	J.Hervieu	June 2016
0.3	March 2017	Janice Hervieu	Update	Teaching staff	J.Hervieu	March 2017
0.4	September 2017	M.McCool	Amalgamation of Safeguarding and Child Protection Policy by New Headteacher	All Staff	M.McCool	Sept 17
0.5	Jan 2018	M.McCool	Additional paragraph to explain the new Domestic Abuse Notification Protocol	Paragraph and updated policy shared with staff via email 16.1.18	M.McCool	Jan 18
0.6	November 2018	M.McCool	Following update to CP Policy, Updated Department for Education (UK) Guidelines issued	All Staff	M.McCool	November 2018

			September 2018 and GDPR May 2018			
0.7	March 2018	M.McCool	Review of first aid procedures	First aid lead	M.McCool	March 2018
0.8	Sept 2019	M.McCool	Review of Policy	All Staff	M.McCool	Sept 2019
0.9	Sept 2020	M.McCool	Review of policy following introduction of MyConcern and 2020 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2020
1.0	Sept 2021	M.McCool	Review of policy - 2021 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2021
1.1	Sept 2022	M.McCool	Review of policy - 2022 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2022
1.2	Sept 2023	M.McCool	Review of policy alongside 2023 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2023
1.3	Sept 2024	M.McCool	Review of policy alongside 2024 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2024