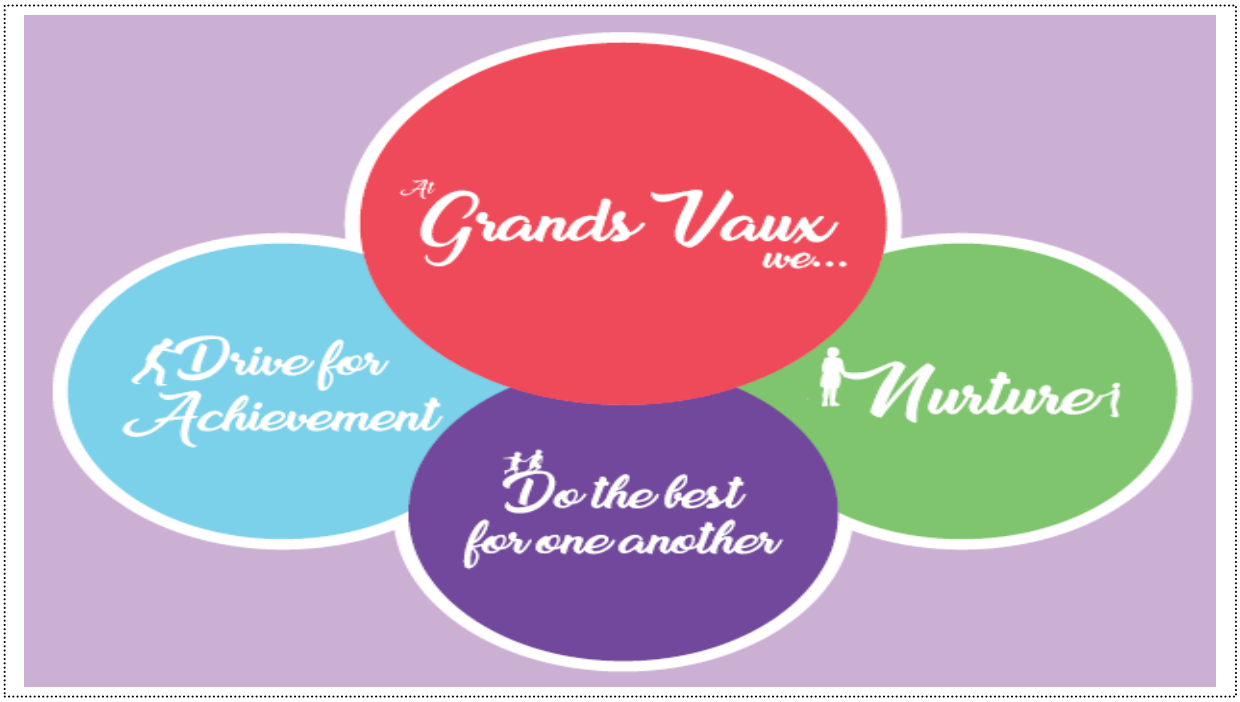
Child Protection



Agreed: ……..……

Review Date: …Sept 25…….

Child Protection

This policy is to be used in conjunction with the guidelines issued by the Children, Young People, Education Skills department (CYPES) and Grands Vaux Primary School.

Useful Education Department (Children, Young People Education and Skills - CYPES) contacts and telephone numbers:
Designated Safeguarding Officer (DSO): 449477 / Head of Governance: 449224

Safeguarding Partnership Board:
Jersey Designated Officer: JDO@health.gov.je / 443566

Children and Families Hub contacts and telephone numbers:
https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx
email: childrenandfamilieshub@gov.je
519000 / Out of Hours: 612612 / MASH (Multi-Agency Support Hub) Education: 449217

Please also reference the Safeguarding Policy as it overarches this Child Protection Policy.

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 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.

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1. Aims:

At Grands Vaux Primary School we aim to ensure that all members of staff are clear about the actions required with regard to child protection issues.

This policy has been produced to:

- Appropriate action is taken in a timely manner to safeguard and promote pupils's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- lay down the correct procedures for those who encounter an issue of child protection
- ensure effective communication between all staff when dealing with child protection issues.

2. 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.

3. *Equality statement:*

Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise pupils's diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.
We give special consideration to pupils who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 12)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. *Principles:*

We believe that:

- as a Rights Respecting School we want to promote UNICEF children's rights through every part of the school life
- the health, safety and well-being of all our pupils are of paramount importance
- pupils have a right to be safe in our school and to be protected regardless of age, gender, race, culture or disability
- pupils are treated with respect at Grands Vaux Primary School
- we foster an atmosphere that encourages all pupils to do their best
- we provide opportunities that enable our pupils to take and make decisions for themselves.
- our teaching of personal, social and health education and citizenship, as part of the school's curriculum, helps to develop appropriate attitudes in our pupils and makes them aware of the impact of their decisions on others. It also teaches them how to recognise different risks in different situations, and how to behave in response to them.

5. *Roles and responsibilities:*

Child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and visitors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection policy, the safeguarding policy, the encouraging positive behaviour policy, and the safeguarding response to pupils who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that pupils can be at risk of harm inside and outside of their home, at school and online
- The fact that pupils who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other pupils
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify pupils who need help or protection

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Miss McCool (Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding. The deputy DSL is Ms Tanner (deputy Headteacher) During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of pupils
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of pupils
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all pupils involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that pupils must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to Parents/Carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 3 in the Safeguarding Policy)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Overseeing the safe use of technology, mobile phones and cameras in the setting

Virtual school heads

- Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.
- They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Procedures:

All staff need to be alert to the signs of abuse as detailed in the Guidelines. If they suspect that a child may be a victim of abuse, they immediately inform the designated person about their concerns.

If a child alleges abuse, the school seeks advice from CHILDREN AND FAMILIES HUB.

7. CHILDREN AND FAMILIES HUB Enquiry/MASH referral:

The Designated Safeguarding Lead will decide whether to make a CHILDREN AND FAMILIES HUB Enquiry following a discussion with the member of staff who has raised concerns and CHILDREN AND FAMILIES HUB/MASH.

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

CHILDREN AND FAMILIES HUB Enquiries are completed online using the request advice form:
https://jersey-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-2e30b250-ff4a-431b-b4c2-61e51e9e2cfb/AF-Stage-37b230b9-afdb-47e6-a7ef-e6206af800f7/definition.json&process=1&process_uri=sandbox-processes://AF-Process-2e30b250-ff4a-431b-b4c2-61e51e9e2cfb&process_id=AF-Process-2e30b250-ff4a-431b-b4c2-61e51e9e2cfb

Practitioners referral is made via the Mosaic Portal online form:
https://jcf-hub.servelechsc.com/s4s/FormDetails/FillForm?formId=209

Procedures for referral are made explicit in the Jersey Child Protection Guidelines. All cases should be referred at the earliest opportunity. Details of who to contact in office hours and out of office hours are also found in the Guidelines and on the office, staff room and classroom notice boards.

8. Dealing with disclosures:

All staff have the responsibility to identify those pupils who are, or may be experiencing abuse or neglect and any disclosure made by a child must be listened to, taken seriously and managed with extreme sensitivity.

On no account should teachers or other adults make suggestions to the child of alternative explanations of their disclosure or worries or 'investigate' the disclosure.

Consultation

Any concerns held by staff should be discussed in the first instance with the Designated
Safeguarding Lead or their deputy in their absence, who will advise or take responsibility for what action should be taken. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of pupils can be taken.
If in doubt contact the CHILDREN AND FAMILIES HUB Co-ordinator or DSL for further guidance and support.

Recognition

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

- Listen to what is said without displaying shock or disbelief and accept what the child is saying
- Allow the child to talk freely
- Reassure the child that what has happened is not their fault and they were right to tell someone
- Do not ask direct questions and allow the child to tell their story
- Do not criticise the person alleged to have caused harm
- Explain what will happen next and who has to be told about the incident
- Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe
- Dependent on the age of the child and your professional judgment you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to CHILDREN AND FAMILIES HUB
- Parents/Carers will normally be informed and consent obtained for a CHILDREN AND FAMILIES HUB Enquiry. The exception is ***where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation***
- Ensure that you complete a dated written record of what has been disclosed and any actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made. This will need to be transferred to a MyConcern report a concern form as soon as possible so Head Teacher/Deputy Head Teacher/Designated Safeguarding Lead is notified via email.
- 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
- 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 CHILDREN AND FAMILIES HUB should one be needed.

- A copy of the CHILDREN AND FAMILIES HUB Enquiry Form and any tasking documents completed should be kept safely on the child's School Record (in Secretary's Office) and attached to MyConcern profile.
- 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 in the Safeguarding Policy.

Attendance at case conferences and core groups

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

The Designated Safeguarding Lead will ensure that Grands Vaux Primary School is represented at Child Protection Case Conferences and Core Group Meetings:

- Where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend
- Failing that, the Designated Safeguarding Lead or their deputy will attend
- If a Grands Vaux Primary School representative is unable to attend, the Designated Safeguarding Lead will ensure that a report is made available to the conference or meeting
- Those attending Child Protection Conferences or Core Group Meetings should have received training in this area.

Monitoring

Where a pupil is the subject of a Child Protection Plan and Grands Vaux Primary School has been asked to monitor their attendance and welfare as part of this plan:

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

9. Recording and storing information:

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

The following should be recorded:

- What action was taken to refer on concerns or manage risk within Grands Vaux Primary School
- Whether any follow-up action was taken; how and why decisions were made
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
- The monitoring/incident form must be completed
- Where a child who is subject to a protection plan transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead teacher at the new school; face to face meetings for school handover of the child's information is recommended
- Child protection records will only be kept until the child reaches 25 years old, at which point they will be destroyed, confidentially and securely. This length of retention and disposal complies with both the Data Protection (Jersey) Law 2018 and the Data Protection Authority (Jersey) Law 2018
- The Designated Safeguarding Lead is responsible for keeping central records of child protection and welfare concerns which should be recorded.

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, 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 children are at risk from harm, or likely to be. *Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services (HSS), Police, School Nurses, Health Visitors in line with The Data Protection (Jersey) Law 2018 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 CHILDREN AND FAMILIES HUB Decision-maker or CYPES Head of Governance (Shirley Dimaro).

10.Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other pupils, we will normally notify the parents or carers of all the pupils involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

11.Acrimonious parental relationships - Parental Responsibility (PR) disputes:

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

Parental Responsibility describes the overarching rights and responsibilities for a child. You don't have to have PR to make everyday decisions but does give rights over important issues such as which school a child attends, medical treatment, and who has sight of personal information about a child.

It is important to establish who has parental responsibility (PR) for each child at the outset, as only those with PR will

have the right to access personal information regarding that child. Therefore, establishing PR early on will avoid difficulties later. PR can usually be established by looking at the birth certificate.

A mother always has PR (unless it has been removed by a court). In the UK, Europe and most other countries, a father has PR if he is named on the birth certificate. If the child was born in Jersey however this may differ:

If your child was born on or after 2 December 2016:
If the unmarried father is registered as the child's father at the time of the child's birth (named on the birth certificate), the father will automatically have parental responsibility for his child.
If the unmarried father is not registered as the child's father at the time of the child's birth, the father will only have parental responsibility for his child by:

- applying to the court for an order stating that he has parental responsibility for his child
- entering into a parental responsibility agreement with the child's mother
- requesting that the registrar of the parish in which the child was born, re-registers the child's birth and enters the father's name. This option will involve the cooperation of the child's mother in making the request to the registrar

If your child was born before 2 December 2016:
For births registered before 2 December 2016, an unmarried father will not have automatically parental responsibility for his child. In order to acquire parental responsibility, an unmarried father must enter into a parental responsibility agreement with the child's mother or apply to the court for a parental responsibility order.
Getting parental responsibility if your child was born and registered before 2 December 2016:
Parents/Carers will need to register a Parental Responsibility Agreement. This a legal document in which a child's mother and father agree that the father will have parental responsibility in addition to the mother.
It must be drawn up and signed on a special Parental Responsibility Agreement Form, which can be obtained from the Judicial Greffe or downloaded and printed below.
Before entering into an agreement it is recommended to seek legal advice about what it will mean for both of the child's Parents/Carers.
Unmarried fathers may also apply for a Court Order to be granted parental responsibility.
https://www.gov.je/LifeEvents/StartingFamily/AfterBirth/pages/parentalresponsibilityforunmarriedfathers.aspx

Schools should not accept what one parent says about PR without documentary evidence. If a parent registers a child for school and does not disclose details of the other parent, the school should ask for the birth certificate to confirm. If a parent states that the other parent is deceased or not contactable, they should put this in writing to the school.

What if parental responsibility is in dispute?
If a case is going through court, then the position is as it was prior to going through court. If a school is unsure as to who can collect a child or have contact while a case is going on, ask for a copy of the legal documents from the Parents/Carers.

Grands Vaux Primary School's obligation is for the education and welfare of the child. Schools should be guided by the Jersey Family Court Advisory Service (JFCAS).

Any difficulties that arise between Parents/Carers with parental responsibility (PR) should be managed by JFCAS and the Family Court. Schools and staff should be careful not to become involved in custody disputes.

If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf they should seek advice from Head of Governance at the CYPES Department. It would not be appropriate to become involved in custody disputes.

If the Head teacher becomes aware of problems between Parents/Carers, it is good practice that a meeting with both Parents/Carers takes place to try and resolve any difficulties that may negatively impact on their child.

However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond the School's remit. Court Orders will inform contact arrangements, which can include the collection of pupils from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.

In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with Parents/Carers should take place about who collects the child with a signed agreement between both Parents/Carers and the Head teacher.

If no resolution can be reached, the Parents/Carers should be directed to seek legal advice. If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from CHILDREN AND FAMILIES HUB or the States of Jersey Police, Public Protection Unit (PPU).

In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought.

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

12. Safeguarding Vulnerable Children:

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Assessments for some pupils with special educational needs may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational needs. Where children have physical and/or medical needs, other individual assessments will be completed by paediatricians, nurses, and therapists and a Care Plan will be implemented.

Where a child has several assessments, it is important that these are coordinated so that the child does not become lost between the different agencies involved and their different procedures. Therefore, multi-disciplinary assessments and reviews should be coordinated by the most appropriate qualified practitioner.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about pupil's looked after legal status, contact arrangements with birth Parents/Carers or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Miss McCool, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Pupils living with domestic violence

Pupils can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between pupils) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on pupils.
Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Pupils who witness domestic abuse are also victims.
Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on pupils and affect their health, wellbeing, development and ability to learn.
If police are called to an incident of domestic abuse and any pupils in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) through a reporting procedure called a Domestic Abuse Notification (DAN) before the child or children arrive at school the following day.
The DSL will provide support according to the child's needs and update records about their circumstances.

Pupils and young people living with parental domestic violence/abuse are at risk of significant emotional harm and possible physical harm. Young people can also be involved in a violent relationship themselves.
Grands Vaux Primary School staff should refer children/young people to CHILDREN AND FAMILIES HUB if they believe that a child/ren are being affected by domestic violence. School staff can also support and refer victims of DA to the Independent Domestic Violence Advisor (IDVA). IDVAs provide confidential emotional support and practical guidance for victims in order to reduce risk and help them to identify solutions in order that they may leave their abusive relationship.

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

Prior to attendance at a MARAC, the DSO will contact School about children and young people to obtain information about how the child is presenting at school, and whether any concerns have been raised or problems identified in school. Grands Vaux Primary School's Head teacher will also receive feedback following a MARAC.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Young carers

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

If schools have concerns about a pupil they believe to be a young carer, they can contact CHILDREN AND FAMILIES HUB for advice and can refer the pupil on for services and support.

Trafficked children

Some pupils may have been illegally brought into Jersey for the purposes of commercial gain, for example as domestic servants or forced labour or child sexual exploitation (CSE).

They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. Parents or adult carers arriving with pupils may also be vulnerable and under exploitative control.

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

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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.

Children at risk of female genital mutilation (FGM)

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

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa, but can also be performed in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards, with the average age tending to be between 10 to 12 years.

The practice can have negative health consequences for the girl both in the short and long term. The mutilation or 'cutting' can, and does continue into adulthood affecting their quality of life emotionally, psychologically, physically and sexually.

Schools need to be aware of girls who are at risk of FGM or have been abused through FGM.

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

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

Pupils who are vulnerable to Extremism

Since 2010, when the UK Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Grands Vaux Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Grands Vaux Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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.

Privately fostered children

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

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

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

If you have a mental health concern

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.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and follow the school's reporting procedures.
If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
Please also refer to the Positive Mental Health Policy.

13. Working with aggressive and violent Parents/Carers

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

The CYPES Department is aware of the impact of parental hostility on schools and takes the matter very seriously. Any threats against a member of staff must be examined in order to ensure the safety of them and the whole School. Aggressive or violent Parents/Carers may provide an important indication of risk to the child.

Therefore, where School is working with families who are known to Children's Service and there are concerns about the behaviour of Parents/Carers towards members of School staff, this must be shared with the DSL or CHILDREN AND FAMILIES HUB.

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

14. Safer Recruitment:

We require all adults employed in school and all regular volunteer helpers to undertake a police record check in order to ensure that there is no evidence of offences involving children or abuse. See the Safeguarding Policy for more information.

15. Allegations Against Staff/volunteers within school:

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to Designated Safeguarding Officer (DSO), Shirley Dimaro: 449477 or Dani Perrier
Acting Designated Safeguarding Officer: 07797954714

See CYPES 'Dealing with Allegations against Staff & Volunteers' Policy and Appendix 3 in the Grands Vaux Safeguarding Policy.

16. Allegations of abuse made against other pupils:

We recognise that children 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

17. Training:

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures.

18. Monitoring and Review:

The Leadership Team is responsible for the annual review and monitoring of practice and policy to ensure that it is consistent with CYPES Guidelines and Jersey legislation.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1		Janice Hervieu			J.Hervieu	Feb 16
0.2	September 2017	M.McCool	Amalgamation of Positive Behaviour Policy and Counter Bullying Policy by New Headteacher	All Staff	M.McCool	Sept 17
0.3	November 2018	M.McCool	Updated Department for Education (UK) Guidelines issued September 2018, GDPR May 2018	All Staff	M.McCool	November 2018
0.4	Sept 2019	M.McCool	Review of Policy	All Staff	M.McCool	Sept 2019
0.5	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
0.6	Sept 2021	M.McCool	Review of policy alongside 2021 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2021
0.7	Sept 2022	M.McCool	Review of policy alongside 2022 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2022

0.8	Sept 2023	M.McCool	Review of policy alongside 2023 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2023
0.9	Sept 2024	M.McCool	Review of policy alongside 2024 version of Keeping Children Safe in Education (KCSIE).	All Staff	M.McCool	Sept 2024