Safeguarding Policy

Plat Douet School



At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

UNCRC Article 3: Everyone who works with children should do what is best for each child.
UNCRC Article 19: You should not be harmed and should be looked after and kept safe.
UNCRC Article 36: You should be protected from doing things that could harm you.

Aim for the Policy:

The Purpose of Plat Douet's School Safeguarding Policy is to provide a secure framework for the school in safeguarding and promoting those pupils who attend our school.

1. INTRODUCTION

1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Plat Douet's School is committed to safeguarding and promoting the welfare of all its pupils/students. 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
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

2. OVERALL AIMS

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

- Clarifying standards of behaviour for staff and pupils/students;
- 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/students and parents 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 awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation.

2.2 This policy will contribute to supporting our pupils/students by:

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

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

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

3. KEY PRINCIPLES

3.1 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. EXPECTATIONS

4.1 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 alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns (MyConcern) and notify the DSL or DDSLs if requiring immediate follow-up 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 immediately/ and enter details on MyConcern and provide a detailed account as soon as possible.

4.2 Early Help

All staff are expected to maintain professional curiosity and remain alert to signs that a child may require additional support or protection. Staff should respectfully question and explore concerns, recognising patterns and indicators that may suggest emerging safeguarding needs.

All staff have a responsibility to identify children who may benefit from Early Help interventions and should share concerns with the Designated Safeguarding Lead at the earliest opportunity.

Early Help means providing support as soon as a problem emerges to prevent concerns from escalating and to improve outcomes for children and families.

5. THE DESIGNATED SAFEGUARDING LEAD

5.1 Our Designated Safeguarding Lead is the Lauren Achler. Deputy DSLs are Janice Mitchell & Jessica Cantrell. They have lead responsibility and management oversight and accountability for child protection and, with the Headteacher will be responsible for coordinating all child protection activity. The islands **Local Authority Designated Officer is Mrs. Dani Perrier.**

5.2 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Headteacher.

5.3 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 record will be made of what information has been shared with whom on My Concern.

5.4 Individual child protection files are kept for each child digitally on My Concern. Files will be kept for at least the period during which the child is attending the school. Any paper files, from before when My Concern was introduced, are kept in the School Office in lockable filing cabinets. c

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

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

5.7 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm as per the KCSIE Policy.**

5.8 If a pupil/student moves from our school, child protection records will be forwarded on to the new school's Designated Safeguarding Lead 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. A record will be kept as to where and to whom the records have been passed and the date. Where possible, safeguarding records will be transferred within five working days and confirmation of receipt obtained from the receiving setting.

5.9 For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format (if paper records, the school office staff have a receipt of documents sent). This will include where and to whom the records have been sent and the date sent and/or received.

6. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

6.1 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).

The school will undertake online searches of shortlisted candidates as part of its safer recruitment procedures.
Curriculum Vitae (CVs) will not be accepted in place of a full application form.

6.2 Both the Headteacher and the Deputy Headteacher have undertaken Safer Recruitment training. Either will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

Staff support

6.3 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, Mental Health First Aider and to seek further support as appropriate.

7. OUR ROLE IN THE PREVENTION OF ABUSE

The curriculum

7.1 Relevant issues will be addressed through the PSHE curriculum, for example keeping safe and well, self-esteem, emotional literacy, assertiveness, sex and relationship education, digital safeguarding and bullying.

Other areas of work

7.2 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.

7.3 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.

7.4 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.

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

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

8. WHAT WE DO WHEN WE ARE CONCERNED

8.1 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/student'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.

8.2 The DSL can decide to notify the Multi-Agency Safeguarding Hub (MASH) or 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.

9. INVOLVING PARENTS / CARERS

9.1 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.

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

Early Help

Plat Douet School recognises the importance of providing help as soon as problems emerge.
All staff have a responsibility to identify children who may benefit from Early Help services.

Early Help may be appropriate when children:

- Have attendance difficulties.
- Present with behavioural concerns.
- Experience emotional wellbeing difficulties.
- Are affected by family difficulties.
- Have unmet additional needs.
- Are at risk of poor outcomes.

The school will work with families and partner agencies to ensure children receive the right support at the right time and prevent concerns from escalating.

10. MULTI-AGENCY WORK

10.1 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 the Children and Families Hub: Tel: 519000.

10.2 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.

10.3 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.

10.4 Where a pupil/student 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.

11. OUR ROLE IN SUPPORTING CHILDREN

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

11.2 Children 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. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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

12. ALLEGATIONS AGAINST STAFF

12.1 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.

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

12.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Headteacher unless the concern relates to Headteacher. If the concern relates to the Headteacher, it must be reported immediately to the Local Authority Designated Officer.

Low-Level Concerns

The school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are addressed appropriately.

A low-level concern is any concern, no matter how small, that an adult may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct.
- Creates a sense of unease or concern.
- Falls below the allegations threshold.

All low-level concerns should be reported to the Headteacher and will be recorded, reviewed and monitored for patterns of behaviour.

Where a pattern emerges, matters may be managed through formal staff disciplinary or safeguarding procedures.

12.4 Whistleblowing

All staff have a responsibility to raise concerns where they believe that a child is not being adequately protected, safeguarding procedures are not being followed or poor practice may place children at risk.

Staff should follow the school's Whistleblowing Policy where they feel unable to raise concerns through normal management arrangements.

Concerns may relate to:

- Unsafe safeguarding practices.
- The conduct of colleagues.
- The conduct of senior leaders.
- Failure to act upon safeguarding concerns.

No member of staff will suffer detriment for raising a genuine concern in good faith.

13. DATA PROTECTION

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

13.2 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.

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

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

14. RECORDS MANAGEMENT

14.1 As a school, we transfer ALL school records (including child protection records and other sensitive records) to the destination school in a secure manner. This is often completed digitally through the MyConcern platform.

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

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

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

15. ONLINE SAFETY

15.1 As a school we oversee and monitor the safe use of technology when children are in their care and act immediately if they are concerned about wellbeing.

15.2 We ensure that all staff receive appropriate online safety training that is relevant and regularly updated.

15.3 We ensure there are mechanisms in place to support young people, parents and staff facing online safety issues, including parent forums.

15.4 We implement online safety policies and acceptable use policies, which are clear, understood and respected by all.

15. 5 We educate young people, parents, and the school community to build knowledge, skills and capability in online safety.

15.6 We monitor how the school is portrayed online by parents, children, and staff- and demonstrate how this is monitored.

15.7 We do not request for a website to be unblocked or application installed unless a risk assessment has been completed.

15.8 We will support parents and pupils who are having issues with online concerns e.g. social media (bullying) and gaming feuds, by delivering a curriculum on E-Safety which will teach pupils the strategies they can use. Any issues isolated to outside of the school is the responsibility of the parents and carers to manage and support. However, depending on the circumstances, school will support and advise as best they can both the pupil and parents / carers. Anything that is of a criminal nature will be reported to the appropriate agencies e.g. C&F hub, MASH, Police etc.

The school recognises the continually evolving nature of online risks.
Staff should be alert to:

- Online grooming.
- Child sexual exploitation.
- Child criminal exploitation.
- Cyberbullying.
- Radicalisation.
- Sextortion.
- Sharing of nude or semi-nude images.
- Online coercion.
- Misinformation and disinformation.
- Risks associated with artificial intelligence platforms.

The school maintains appropriate filtering and monitoring systems and regularly reviews their effectiveness.

Online safety education is embedded throughout the curriculum and adapted in response to emerging risks.

Vulnerable Children
Some children may be at increased risk of abuse, neglect or exploitation.
This can include:

- Children with SEND.
- Children in Care.
- Previously Looked After Children.
- Young Carers.
- Children experiencing domestic abuse.
- Children with mental health difficulties.
- Children who are LGBTQ+ or questioning their identity.
- Children living in families experiencing substance misuse or parental mental ill-health.

Staff should be particularly vigilant to safeguarding concerns that may be hidden, overlooked or wrongly attributed to a child's vulnerabilities.
Children with SEND may experience communication barriers which can make it more difficult to recognise indicators of abuse and neglect.

16. **CHILDREN MISSING FROM EDUCATION**

16. 1 The school will monitor attendance and follow up unexplained or unauthorised absence speedily and rigorously.

16.2 We refer all cases of concern to the school's Attendance Officer, Education Welfare Officer, the Department's Designated Safeguarding Officer - and escalate to the police where appropriate.

16.3 The school recognises that persistent absence, severe absence and repeated lateness may be indicators of safeguarding concerns including neglect, domestic abuse, mental health difficulties, child criminal exploitation, child sexual exploitation and other forms of abuse.

17. HEALTH AND SAFETY

17.1 The school has designated individuals responsible for health and safety within the school. These include the Deputy Head, Caretaker, and a designated member of staff.

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

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

17.4 We ensure that premises are maintained to a high standard.

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

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

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

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

18. PROMOTING SAFEGUARDING VIA LEARNING

18.1 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.

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

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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 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 caregivers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks;
- An injury that is not consistent with the account given;
- FGM
- Changing or different accounts of how an injury occurred;
- Bald patches;

- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness, or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes, or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and

- Having unexplained contact with hotels, taxi companies or fast-food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental, or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics, and twitches;
- Self-harming, drug, or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. CHILD-ON-CHILD ABUSE

Plat Douet School recognises that children can abuse other children and that incidents can occur both inside and outside school, including online.

Child-on-child abuse will never be dismissed as:

- Banter.
- Part of growing up.
- Having a laugh.
- Just falling out.
- Boys being boys.

Child-on-child abuse may include:

- Physical abuse.
- Bullying, including cyberbullying.
- Prejudice-based behaviour.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Upskirting.
- Online abuse.
- Sharing of nude or semi-nude images.

All reports of child-on-child abuse will be taken seriously and investigated appropriately. The school will support the victim, alleged perpetrator and any other children affected.

Staff must report all concerns regarding child-on-child abuse to the Designated Safeguarding Lead without delay.

6. RESPONSES FROM PARENTS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four 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);
- 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 request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children 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. Children 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. Use TED
  "Can you **tell** me what happened?"
  "Can you **explain** how you felt?"
  "Can you **describe** what that looked like?"
- 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.
- 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.
- If the situation is an emergency, you should contact **C&F hub** immediately on **01534 519000**

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 DSL.

Children 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 Headteacher.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF OR VOLUNTEER

1. 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.

2. If a child makes an allegation about a member of staff, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration to establish

whether there is substance to the allegation. The Headteacher should not carry out the investigation himself or interview pupils.

3. The Headteacher 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 Headteacher will notify the Local Authority Designated Officer (LADO) 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.
- If the Headteacher 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.

APPENDIX FOUR

INDICATORS OF VULNERABILITY 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 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.

3. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

APPENDIX FIVE

Domestic Abuse Notification Protocol

At Plat Douet School we will 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.

In order to achieve this, the Jersey Multi-Agency Safeguarding Hub (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.

STAF RESPONSIBILITIES FOR EVERY DAY SYSTEMS AND PROCESSES

- Teachers need to monitor children's behaviour at all times during the day. If children are working outside their classroom vicinity, teachers should plan regular opportunities to supervise the children, reviewing their behaviour and work ethos.
- Class Teachers must be proactive and follow through with parents when any incident has taken place during class, break times or lunchtimes and if a child is upset or when a physical accident has occurred in any way. If parents do not pick up their children at the end of school, a phone call will be required. We need to put the school's side of the story before children retell their version. This alleviates future arguments and stops parents taking action into their own hands.
- Serious incidents that have taken place need to be reported to DSL or Deputy DSLs.
- Teachers must meet their classes at the start of the day, end of break, at the end the end of lunch and stay with classes until children are picked up.
- For fire reasons, all children should be able to unlock external classroom doors. Any concerns with the locks should be mentioned to the school caretaker immediately.
- All external classroom doors should be locked during lesson times.
- Outside gates must be firmly closed during the day. Duty staff should check the gates are firmly closed at break or lunchtime.
- The gates outside must be closed during the school day
- We are responsible for the children in our classes. This would include duty staff at break and lunchtime.
- At the end of the school day, Nursery parents will pick up children from the Nursery main door, Years Reception – Year 4 will be picked up from inside their classroom and leave from their outside door when their parent arrives.
- Years 5 leave through their classroom doors and are either collected from the front of the school or walk home. Year 6 leave through the side entrance to the school and are collected at the front or walk home.
- No child must be allowed home with an adult unless the adult is known to the child and the school.
- All windows must be closed at the end of the day, lights turned off when staff exit their classroom and external and internal doors locked.
- Any adult unknown to staff found in the playground or in school should be stopped and asked why they are in school.
- We are responsible for all children until they are collected by parents at 3:15pm.
- If no parent has arrived by this time, please send children to the Office, where a member of the SLT will be until 3:30pm each day.
- Once collected, they become the responsibility of their parents.
- Once parents have assumed responsibility they can play – parents have taken over ownership of their child.
- Prior to any offsite visit staff teachers will complete a full risk assessment and notify the Headteacher and EVC.

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