Keeping children safe in education (KCSIE)

Guidance for Nurseries, Schools, Colleges and Education Services in Jersey

Document Purpose	Safeguarding guidance for all Nurseries, Schools, Colleges, and Education Services in Jersey
Author	Designated Safeguarding Officer for CYPES
Publication Date	September 2024
Target Audience	Nurseries, Schools, Colleges and Education Services in Jersey
Circulation List	Nurseries, Schools, Colleges, and Education Services in Jersey via The Government of Jersey policies published on the Government website.
Description	Keeping Children Safe In Education 2024 supersedes all previous versions of Education Department's (CYPES) safeguarding and child protection policies.
	Keeping Children Safe In Education provides guidance for nurseries, schools, colleges, and education settings when carrying out their duties to safeguard and promote the welfare of children.
	Headteachers, principals and members of the senior leadership team (SLT), governing bodies of schools and colleges, proprietors, trustees and committee members of independent schools and private nursery providers should ensure all staff read at least Part One of the guidance to ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.
Linked Policies	Safeguarding Partnership Board Procedures Children and Young People (Jersey) Law 2022 (jerseylaw.je)

	Children and Young People Jersey Law 2022 Statutory Guidance (gov.je)
	Education (Jersey) Law 1999 (jerseylaw.je)
	Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf (safeguarding.je)
	Day Care of Children (Jersey) Law 2002 (jerseylaw.je)
Approval Route	CYPES Ministerial Team CYPES SLT
Review Date	September 2025
Contact Details	Inclusion Team inclusion@gov.je

Contents

Useful contacts:

Designated Safeguarding Officer for CYPES:	07797954714
CYPES Governance Team – cypesgovernance@gov.je	445504

Children and Families Hub / Multi-Agency Safeguarding Hub (MASH) contact telephone numbers:

Children and Families Hub:	519000
MASH Team Manager/Decision-maker:	449214
Education MASH Researcher:	449217
Out of hours Children's Services:	442000
States of Jersey Police Public Protection Unit:	612612

Summary

Children and Young People (Jersey) Law 2022 sets out guidance for practitioners and partners in Jersey working with and for children and young people, to understand their roles and responsibilities under the law. Children and Young People (Jersey) Law 2022

The Department for Children, Young People, Education and Skills (CYPES) is committed to help children and young people achieve positive outcomes; everyone who comes into contact with children and their families or carers has a role to play to keep children safe. In order to fulfil this responsibility effectively.

All adults working or volunteering with children and young people should always consider, what is in the best interests of the child.

Working Together in Jersey Principles underpin effective joint working to promote the wellbeing and safeguard the welfare of children and young people. These are:
- child-centred approach
- collaboration
- communication
- coordination
- consistency

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

About this guidance

Keeping Children Safe In Education 2024 supersedes all previous versions of Education Department's (CYPES) safeguarding and child protection policies.

Keeping Children Safe In Education provides guidance for nurseries, schools, colleges, and education settings when carrying out their duties to safeguard and promote the welfare of children.

- Headteachers, principals and members of the senior leadership team (SLT)
- governing bodies of schools and colleges
- proprietors, trustees and committee members of independent schools and private nursery providers

should **ensure all staff** read at least Part One of the guidance to ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

This policy should be read alongside:

- Safeguarding Partnership Board Procedures
- Children and Young People (Jersey) Law 2022 (jerseylaw.je)
- Children and Young People Jersey Law 2022 Statutory Guidance (gov.je)
- Education (Jersey) Law 1999 (jerseylaw.je)
- Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf (safeguarding.je)
- Day Care of Children (Jersey) Law 2002 (jerseylaw.je)
- Discrimination (Jersey) Law 2013 (jerseylaw.je)

Unless otherwise specified, 'school' means all schools including; Government of Jersey schools, independent or private schools (including those known as colleges), and Government of Jersey and independent nursery schools.

'School' also encompasses (unless stated otherwise) colleges and other all post 16 education providers, including apprenticeships, specialist post 16 institutions and independent training providers, and relates to their responsibilities towards children under the age of 18. 'Children' therefore means 'children and young people' throughout.

The term 'practitioners' is used within the guidance to refer to individuals who work with children and their families in any capacity.

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting** children from maltreatment

- **preventing** impairment of children's mental and physical health or development

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- taking action to enable all children to have the best outcomes

Jersey has a shared vision for working together to safeguard children and young people which is explained in the overarching Jersey's Children First framework. Guidance: https://www.gov.je/caring/children/childrenwelfare/pages/childrenandyoungpeoplejerseyla w2022statutoryguidance.aspx

Please note, schools, colleges and education services who provide education and support for young people over the age of 18 should ensure relevant staff have attended Adult Safeguarding Foundation Training as a minimum **and** are aware of the Jersey Multi-Agency Adult Safeguarding Policy and Procedures.

Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term **'victim'**. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice, we, in places, use the term **'alleged perpetrator(s)'** and where appropriate **'perpetrator(s)'**. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Who this guidance is for?

This guidance should be read and followed by:
- all Headteachers, principals and members of the senior leadership team (SLT)
- governing bodies of maintained schools and colleges. This should include providers of post-16 Education
- proprietors of independent schools and private nursery providers

The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance. Children and Young People Jersey Law (2022) statutory guidance makes clear the responsibilities of these groups and the responsibilities delegated to individuals within these groups.

Underpinning principles

You must take all appropriate measures to ensure that children and young people are protected against all forms of unlawful discrimination

Article 2 of *The United Nations Convention on the Rights of the Child (UNCRC)* requires State Parties to respect and ensure the rights contained in the UNCRC for each child within their jurisdiction, without discrimination.

The following characteristics are protected from discrimination under the Discrimination (Jersey) Law 2013:

- Race
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability

UNCRC Article 3 states, '*the best interests of the child must be the priority in all decisions and action that affect children*'.

- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity.

- Everyone has a responsibility to promote multi-agency co-operative working to improve the safety and welfare of all children, Children and Young People (Jersey) Law 2022.

- This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.

- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions

- Additionally, School and Education Leaders should have an effective Code of Conduct Policy in place and provide frequent relevant training.

- Adults should work in an open and transparent way.

Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

Part One: Safeguarding Information for all staff

What Schools, College and Education staff should know and do

1. Nurseries, schools, colleges, CYPES and their staff are an important part of the wider safeguarding system for children. This Policy ensures that arrangements are in place to safeguard and promote the welfare of pupils, described in [Children and Young People (Jersey) Law 2022 (jerseylaw.je)](jerseylaw.je).

2. Safeguarding and promoting the welfare of children is **everyone's responsibility. Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the **best interests of the child**.

3. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes.

4. Children includes everyone under the age of 18.

A child-centred and coordinated approach to safeguarding practice

5. Keeping children safe in education, schools and colleges is everyone's responsibility and all those working with, or coming into contact with, children must have regard to their individual responsibilities when carrying out their duties to safeguard and promote the welfare of children; **at all times the child's best interests is the paramount consideration**.

    These principles also apply to:

    • Pre-school settings and after school/holiday club arrangements
    • Alternative educational provisions on island or children placed in another jurisdiction.

6. **All staff** that work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions.

7. **All staff** should work and be seen to work in an open and transparent way.

8.	The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity Discrimination (Jersey) Law 2013 (jerseylaw.je)

9.	**All staff** should continually monitor and review their practice and ensure they follow the guidance contained in this document.

What nursery, school and college staff need to know

10.	**All staff** members should be aware of systems within their nursery, school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- **safeguarding policy and online safety procedures**

- **behaviour policy** (which should include measures to prevent bullying, including online-bullying, prejudice-based and discriminatory behaviour)

- **staff code of conduct policy**

- whistleblowing policy

- health and safety policies

- safeguarding response to children who go missing from education and

- the role of the designated safeguarding lead.

Copies of policies and a copy of Part One of this document should be provided to staff at induction and their signature obtained stating they have read part one of this document and provide their signature to confirm they understand their own responsibilities.

11.	**All staff** members should receive appropriate safeguarding and child protection training (including online safety which outlines but is not limited to, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is renewed annually and regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

12.	**All staff** should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate

level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and Children's Social Work. **Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.**

13.   **All staff** should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

14.   **All staff** should be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

15.   **All staff** should be aware of the process for making a referral to the Children and Families Hub (gov.je) and the assessments that may follow a referral, along with the role they might be expected to play in such assessments.

Right Help - Right Time

16.   **All staff should** be aware of the importance of an early help approach in meeting children's needs and understand that it is more effective for children when adults recognise emerging problems early rather than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the end of adolescence.

17.   If you are unsure about what help the child or young person needs, please discuss with your named DSL who will refer to the SPB Continuum of Childrens Needs Guidance (2024) to inform decision making.

Guidance to help inform your decision making and planning:

- It is important that children receive appropriate support and services. There are a variety of organisations that provide help and support for children and their families.

15

- Click here for further information on Jersey's Children First in practice - <u>Right Help Right Time</u>

Early help

18. **All staff** should be aware of the early help process and understand their role. This includes identifying emerging problems, liaising with their designated safeguarding lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead worker or undertaking an early help assessment.

19. **Any child** may benefit from early help, but all nursery, school and college staff should particularly give consideration to a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a Record of Need or not)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, or sexual exploitation (CSE)
- is at risk of radicalisation or criminal exploitation (CE)
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse.
- is persistently absent from education, including persistent absences for part of the school day.

20. If Early Help is appropriate, the designated safeguarding lead (DSL), or a deputy, will generally lead on liaising with other agencies. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Abuse

What nursery, school and college staff should look out for

21. **All staff** should be aware of the types of abuse and neglect so that they are able to identify cases of children who may need help or protection. Any concerns, no matter how small they appear, should be reported to the DSL (or deputy DSL).

22. **All staff** should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition, or one label alone. In most cases, multiple issues will overlap with one another.

23. **All staff**, but especially the **designated safeguarding lead** (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, and radicalisation. (KCSIE UK 2024).

24. **All staff** should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

25. **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.**

Types of abuse

26. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

27. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse:

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

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 of a child, although it may occur alone.

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 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 nonpenetrative 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Both sexes can commit acts of sexual abuse including both adults and children. The sexual abuse of children by other children is a specific safeguarding issue.

Neglect:

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

28.   Each of these elements above have been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment, sometimes referred to as adverse childhood experiences (ACE).

29.   Sometimes, a single traumatic event may constitute significant harm (e.g., a violent and /or sexual assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.

30.   Some children live in family and social circumstances where their health and development is persistently neglected. The long-term effect from neglect, can cause impairment to the child which can constitute significant harm.

31.   Sometimes 'significant harm' refers to harm caused by one child to another, which may be a single event or a range of ill treatment; this is generally referred to as 'child-on-child abuse'. It is important that children understand the law on child-on-child abuse is there to protect them, and not 'get them into trouble' or criminalise them.

        Sexual Offences (Jersey) Law 2018 (jerseylaw.je).

32.   In each case, it is necessary to consider any maltreatment alongside

        • the child's own assessment of his or her safety and welfare,
        • the family's strengths and supports,
        • an assessment of the likelihood and capacity for change,
        • improvements in parenting and the care of children and young people.

33.   The Safeguarding Partnership Board website also provides useful additional information on types of abuse and what to look out for.

34.   Staff working with children are advised that where safeguarding is concerned they should maintain an attitude of **'it could happen here'**

35.   Knowing what to look for is vital in the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead.

What staff should do if they have concerns about a child

36.   **If a child is in *immediate danger or is at risk of harm, the police should be contacted immediately.***

37.   If staff have any concerns, or are worried about a child, they should discuss their concerns, with the designated safeguarding lead (or deputy) to agree a course of action, which may involve a referral to the Government of Jersey Children and Families Hub. Other options could include referral to other services and should be made in accordance with Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf (gov.soj)

38. The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is unavailable, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team (SLT) and/or take advice from The Government of Jersey Children and Families Hub.

39. Anyone can call the Children and Families Hub for advice on **telephone number 519000**. In these circumstances, all decisions and actions should be recorded on MyConcern or similar safeguarding record keeping system, and shared with the DSL (or a deputy) as soon as possible.

40. If, after a Children and Families Hub referral is made, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. This process is outlined in SPB Resolving Professional Differences and Escalation Policy (2020).

41. If Early Help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up a multi-agency assessment as appropriate.

42. If Early Help or other support is appropriate, the case should be kept under constant review and consideration. If the child's situation does not appear to be improving a referral to the Children and Families Hub should be considered. This protocol outlines the interface between early help and the Children and Families Hub.

43. Data Protection **does not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Why is it important to act?

44. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action

Roles and responsibilities of CYPES, Schools, Colleges, and Nurseries

45.   All adults working with children have a responsibility to provide a safe environment in which children can learn. Staff should recognise emerging needs/difficulties that may occur at any time during a child's education and ensuring appropriate support is in place.

46.   All adults should be aware of systems within their nursery/school/college/setting which support safeguarding, and these should be explained to them as part of staff induction. This should include conduct and safe teaching practice

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

48.   The Headteacher/Principal will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the nursery/school/college expectations of standards of professional behaviour. In addition, all staff receive copies of relevant policies.

49.   The nursery/school/college clearly displays the name of the DSL and how to contact them.

50.   The nursery/school/college should provide pupils with opportunities to discuss issues and report problems affecting their safety and welfare. The nursery/school/college should teach children about keeping themselves safe and ensuring they know who to approach for help.

51.   The nursery/school/college is responsible for identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home, school or other CYPES supervised event.

52.   The nursery/school/college is responsible for promoting partnership working with parents/carers and professionals.

Staff Induction Programme

53.   As part of all newly recruited staff induction programmes, Headteachers, Principals, Managers and DSLs are responsible to provide new staff with:

54.   A copy of the School or education setting Safeguarding Policy and **signed confirmation it has been read and understood**

55. A copy of the staff Code of Conduct Policy and confirm they understand the expected standard of staff behaviour both in and outside of work hours, including the use of:

- computers, including laptops and other devices
- mobile telephones – work or personal
- social media

56. Information regarding the role and responsibilities of all staff in relation to safeguarding and child protection procedures.

57. The names and contact details of the Designated Safeguarding Lead and any DSL deputies. They should also have the opportunity to meet the DSL as part of their induction.

Safeguarding Training

58. **All staff must** attend the face-to-face Safeguarding Partnership Board (SPB) accredited Foundation Level Safeguarding Children Training as a minimum.

59. Should there be a delay in accessing the SPB face-to-face Foundation Level training, **all** school staff should complete the online Connect module, Safeguarding Children, in the interim; Connect online training does not replace the requirement to complete face-to-face training. Where organisation do not have access to Connect, Virtual College provides online safeguarding modules.

60. **All staff** training should include the categories of child abuse and neglect in order to support identification of children who may be in need of help or protection.

61. **All CYPES staff**, including Senior Managers and Governors will receive multiagency safeguarding training provided by Jersey's SPB at the relevant level. SPB Guidance on Levels of Training required

62. Headteachers, Managers and DSLs must monitor and record details of allsafeguarding training:

- for all school staff including volunteers
- and that they are trained to the appropriate level

63. **All** staff must attend safeguarding updates at least annually, including understanding the expectations and responsibilities regarding safeguarding monitoring and filtering systems.

64.   If staff lapse in their training updates of 2 years or over, they are required to attend the SPB accredited Foundation Level safeguarding training again, or equivalent as agreed by CYPES.

65.   Safeguarding updates include emailed information, e-bulletins, newsletters and staff meetings, but do not replace the expected training above.

66.   Training for staff who regularly work with children, young people and families should enable them to:

- Develop the knowledge and skills, and to understand the importance of [Working Together in Jersey](#) to to safeguard children and young people, promoting their welfare.

- Identify the Designated Safeguarding Lead in their education setting and recognise their responsibility to report any concerns about children/young people.

- Understand the correct line of reporting and the principles of information sharing.

- Understand their role, responsibilities and limitations in dealing with safeguarding concerns.

- Describe inter-agency roles and responsibilities for safeguarding children.

- Understand what will happen once they have informed someone about concerns.

- Contribute to the process of child protection and understand the purpose of inter-agency activities and the decisions required at each stage of the child protection process.

- Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

67.   As well as basic safeguarding training, the Designated Safeguarding Lead and deputies will receive specific training on their role and other relevant multiagency training provided by SPB at a level that meets individual's roles and responsibilities.

Working with parents and carers

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

Nurseries/Schools/colleges will:

- Make parents/carers aware of nurseries/schools/college statutory role in safeguarding and promoting the welfare of pupils, including the responsibility to refer concerns when necessary.

- Make safeguarding policies available on the nursery/school/college website or as a hard copy at reception.

- Provide opportunities for parents and carers to discuss any concerns with class teachers and other relevant staff.

Working together collaboratively and cooperatively to safeguard children and young people; multi-agency working

69. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

70. **All staff** working with children have a responsibility to promote inter-agency cooperation to improve the welfare of children, and this responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils in education settings.

71. Schools, and education settings should work together to safeguard children, including:

- Making sure vulnerable children get help early before problems escalate and more robust interventions such as child protection is needed.

- **All staff** understand the importance of informing their DSL when concerns are identified.

- **All staff** should understand the process of making a referral to the Children and Families Hub when there are health, developmental or safeguarding needs. To assess levels of vulnerability, risk and need, guidance can be found at SPB Continuum of Children's Needs.

- **All staff** understand the need for referrals to the Children and Families Hub where statutory social work assessments may be required and how they may contribute to information gathering.

72. **All staff** will share information, lawfully, and work in an integrated way to ensure a coordinated response from agencies to support families and meet the child's needs.

73.   **To achieve this, nurseries, schools, and education settings will:**

- Lawfully share information with agencies in order to ensure pupils receive the right help at the right time and are safeguarded.

- However, confidential information about a child should never be used casually in conversation or shared with any person. Data should only be shared with third parties if it is permitted under the provisions of the Data Protection (Jersey) Law 2018.

Attendance at case conferences and core groups

74.   The Designated Safeguarding Lead will liaise with key staff to ensure that all relevant information held by school is shared with Children's Services during the child protection process. Child Protection Conference Procedures - SPB

75.   The DSL will ensure that the school is represented at child protection case conference and core group meetings. Where possible, a member of staff who knows the child best, for example, the child's class teacher or Head of Year will attend meetings. Where a representative from school is unable to attend, for example during school holidays, the DSL will ensure a report is made available and discussed with the parent/carer ahead of the scheduled meeting.

76.   **All staff** attending Child Protection Conferences or Core Group Meetings will have received training in this area.

Framework for the Assessment of Children in Need and their Families (2000)

This framework helps professionals to identify specific areas of concern within the child's life.
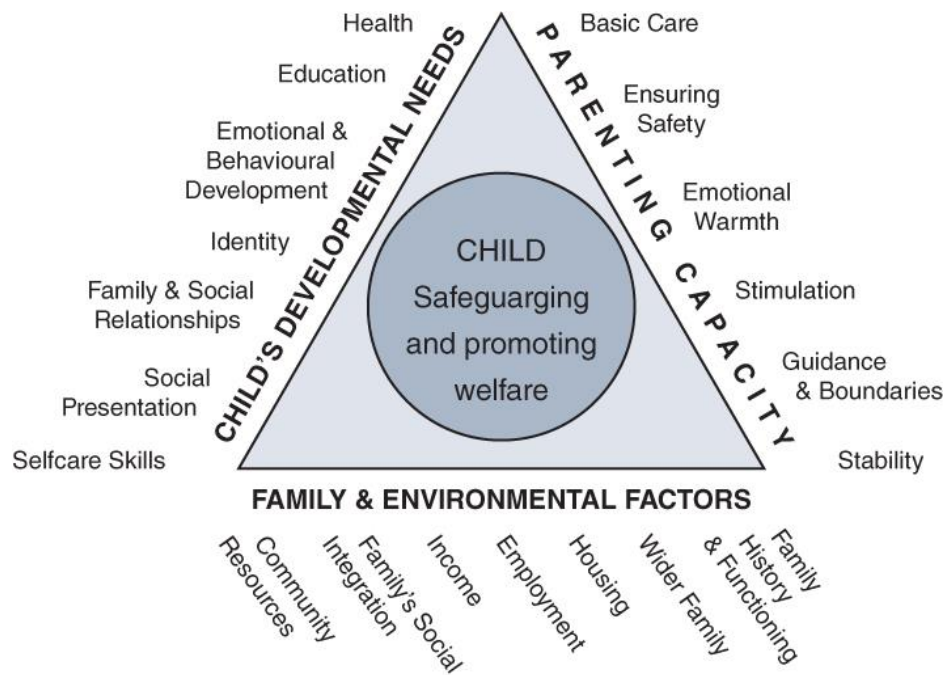
My World Triangle

77. By systematically assessing each domain and analysing all the relevant information, professionals will be able to identify strengths and weaknesses, and any additional needs the child may have.

78. The information gathered helps to inform and guide report writing for child protection conferences and core group meetings. Where possible, any report should be written in partnership with the parent/carer and/or young person according to their capacity to contribute.

79. Additionally, My World Assessment tool helps professionals to gather detailed child focused information to **help understand** *the child's life from their own perspective and listen to their views, thoughts and feelings.*

My World Triangle — getting it right for every child

The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development
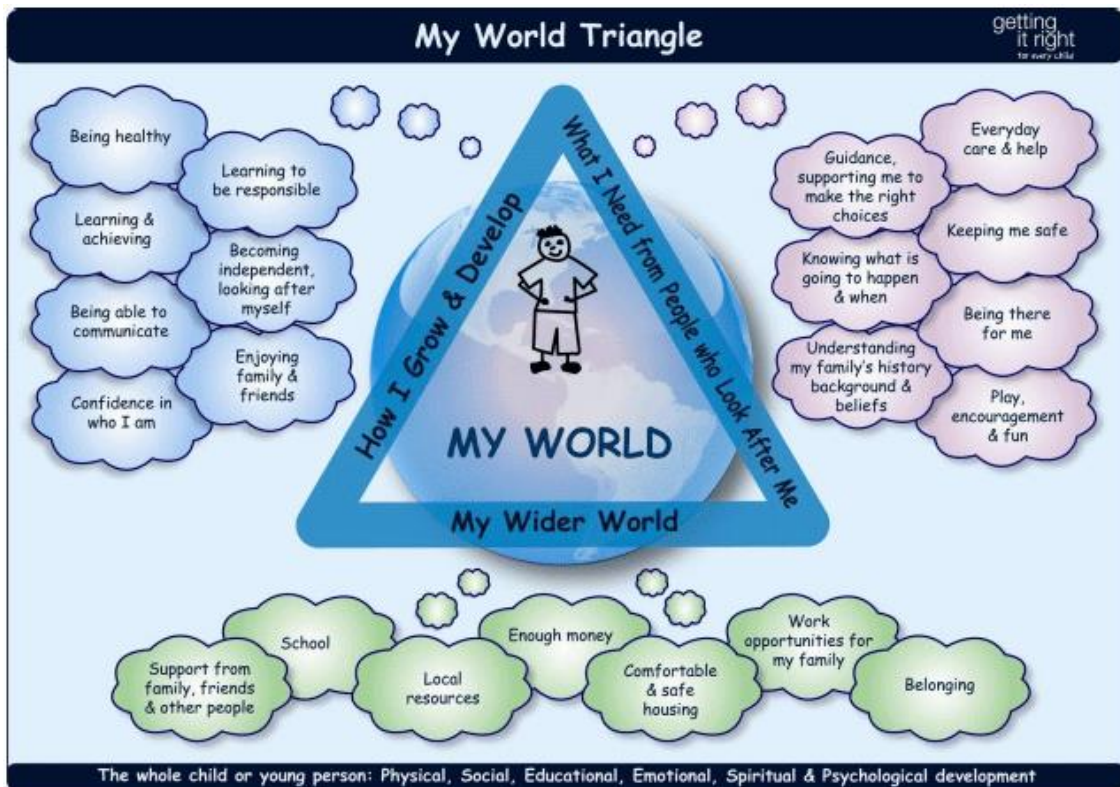
What to do if you are concerned about a child

80. **If staff have any concerns about a child, they should discuss this in the first instance with the DSL who will decide on what action to take.**

81. The DSL will decide whether to make a Children & Families Hub referral following a discussion with the member of staff who has raised concerns.

82. If there is any doubt about whether concerns require a referral to the Children and Families Hub, the DSL should consult the Children and Families Hub or the DSO at CYPES Education for advice.

83. Information and online referral can be found here: Children and Families Hub

84. Parents should be informed prior to the referral being made, *unless making them aware would place the child at risk of further harm and/or the abuse is alleged to be by a parent.* If you are unsure if a parent should be informed you should seek advice from the Children and Families Hub.

85. If parents disagree that a referral is required, *but you consider the child has suffered or is likely to suffer significant harm, the referral must still be made.*

86.   If the child already has an allocated Social Worker (SW), school should speak to the SW and make them aware of the concerns raised and record the information and actions agreed.

87.   Once the Children and Families Hub have made a decision, they will contact the referrer and provide feedback regarding the referral outcome.

88.   Where the child has suffered or likely to suffer significant harm, professional partners from the MASH will convene a strategy meeting and invite representatives from relevant agencies, including education as a key agency for any school-age child.

89.   The multi-agency strategy meeting consists of discussion and analysis of the available information and an action plan is agreed to manage any risk, and to identify any additional assessments that may be required. *For example, a child requiring a medical examination. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given disclosures and information available*.

90.   **In emergency situations** where the child remains at risk of harm if left with or returned to their family/carer, a Children's Social Worker is allocated who will arrange for the child to be moved to a place of safety; this can include relatives, foster care or on occasions Robin Ward at Jersey General Hospital.

Recognition and dealing with disclosures

91.   **All staff** have a responsibility to identify those children who are suffering from harm or abuse

92.   **All disclosures** made by a child must be listened to, taken seriously and managed with sensitivity

93.   **On no account** should adults make suggestions to the child of alternative explanations of their disclosure or 'investigate' the disclosure

94.   All disclosures should be recorded accurately with the time, date and any potential witnesses.

95.   If a child makes a disclosure in nursey, school or college, staff need to know:

   What to DO

   • Listen to what is said without displaying shock or disbelief and accept what the child is saying

   • Allow the child to talk freely

- You might wish to use 'TED' questions to encourage the child to 'Tell', 'Explain' and 'Describe' the concern

- Reassure the child that they were right to tell someone and what has happened is not their fault

- Explain what will happen next and who has to be told about the disclosure

- Reassure the child that you have a responsibility to keep them safe; that it may not be possible to maintain confidentiality

- You must complete a written record of what has been disclosed and any actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made

- This record should be shared with the DSL immediately and recorded on MyConcern or for non-government schools a similar safeguarding recording system. This information should also be included as part of the Children & Families Hub referral.

- A copy of the Children & Families Hub referral form should be be uploaded onto MyConcern or similar safeguarding recording system.

What NOT to do

- Do not ask leading questions but allow the child to tell their story

- Do not criticise the alleged perpetrator

- Do not investigate

96. Parents should be informed prior to a referral to the Children and Families Hub, **except where the parent is the alleged abuser; in which case the PARENT SHOULD NOT be informed as this may increase risk of harm to the child and/or hinder a police investigation.** If in doubt over whether to inform the parent, professionals should request advice from the Children and Families Hub.

Consultation

97. **Any concerns** held by staff should be discussed in the first instance with the DSL, the Headteacher, or their deputy in their absence, who will decide what action should be taken. It is essential that concerns held by staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of children can be taken. This may include access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. [Recognising Abuse, Neglect and Exploitation](#)

The Concept of Significant Harm – legal framework

98.   Some children are in need because they are suffering, or likely to suffer, significant harm. The Children (Jersey) Law 2002 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives statutory agencies such as the Children's Service and the Police a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

The Children (Jersey) Law 2002 Part 4 enshrines the concept of **Significant Harm**.

Article 24 (2):

99.   The court may only make a care order or supervision order if it is satisfied:

   a. That the child concerned is suffering, or is likely to suffer, significant harm; and

   b. That the harm, or likelihood of harm, is attributable to:

- The care given to the child, or likely to be given to the child if the order were not made, not being what it would be reasonable to expect a parent to give the child; or
- The child's being beyond parental control.

Article 24 (6):

- 'Harm' means ill - treatment or the impairment of health or development;
- 'Development' means physical, intellectual, emotional, social or behavioural development.
- 'Health' means physical or mental health; and
- 'Ill treatment' includes sexual abuse and forms of ill-treatment which are not physical.

100.   There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

101.   To understand and identify significant harm, it is necessary to consider:

- The nature of harm, in terms of maltreatment or failure to provide adequate care.

- The impact on the child's health and development.

- The child's development within the context of their family and wider environment.

- Any special needs, such as a medical condition, communication impairment or

disability, that may affect the child's development and care within the family;

- The capacity of parents to meet adequately the child's needs; and

- The wider and environmental family context.

102. The child's reactions, his or her perceptions, and wishes and feelings should be ascertained, and the professionals involved with the child should give them due consideration, so far as is reasonably practicable and consistent with the child's welfare and having regard to the child's age and understanding.

103. To do this depends on communicating effectively with children and young people, including those with communication difficulties. This may involve using interpreters and drawing upon the expertise of early years workers or those working with children with disabilities. It is necessary to create the right atmosphere when meeting and communicating with children, to help them feel at ease and to avoid any potential influence they may feel from parents, carers or others.

104. Children and young people will need reassurance that they will not be victimised or punished for sharing information or asking for help or protection; this applies to children and young people living in families as well as those in residential settings, including custody. It is essential that any accounts of adverse experiences coming from them are as accurate and complete as possible. Accuracy is key: without it, effective decisions cannot be made, and inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults.

Monitoring

105. The following actions should be taken where a pupil is the subject of a Child Protection Plan (CP Plan):

- At all times the DSL will share any relevant information as required by the CP Plan.

- Monitoring school attendance will be carried out by the relevant staff member in conjunction with the designated teacher/DSL.

- All information will be recorded including up to date chronologies prior to each conference and core group meeting.

- Reports for CP meetings and CP plans must be uploaded to the pupil's MyConcern record (or similar safeguarding record system). Copies should be provided to the Independent Reviewing Officer ahead of conferences and core group meetings.

- The DSL will notify the allocated Social Worker if the child is placed on a part-time timetable, suspended for any period of time, go missing from school/education or are removed from school roll.

Record Keeping and storing information

106.   **All staff** are responsible for ensuring that records are accurate, up to date and that recording is of a high standard. DSLs will ensure that MyConcern safeguarding reporting and recording system is fully implemented in all Government schools.

107.   All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

108.   All records should be accurate, factual and contemporaneous. They should also be kept up to date as things change or new information is shared.

109.   MyConcern, should be used in all Government schools to record concerns in addition to reporting to the DSL.

110.   A 'Record of Concern' form should be used where MyConcern safeguarding recording system is unavailable. See Appendix A.

   The following should be recorded:

   a   What action was taken to refer concerns or manage risk within the school?

   b   Any action taken; how and why decisions were made should be recorded.

   c   Any incidents, disclosures or signs of neglect or abuse fully recorded with dates, times and locations.

111.   Where a child who is currently or previously subject to a CP Plan, Child in Need (CIN) Plan or Early Help Plan transfers to another school, the DSL is responsible for ensuring that all relevant records are transferred to the DSL at the new school.

112.   A comprehensive safeguarding transition planning meeting, between the two schools, should be arranged and should include all relevant staff who are likely to work closely with the child concerned.

113.   Child Protection records will be kept until the child reaches 25 years of age, 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 Public Records (2002)

Law. It is the School's responsibility to retain and archive records for children who have completed their education.

114. Retention schedules state that safeguarding records for children who have been in care should be retained for 100 years.

115. The DSL is responsible for maintaining a record of welfare and child protection concerns.

SPB Record Keeping Guidance can be found at: record keeping guidance

Confidentiality and information sharing

116. All information obtained by nursery/school/college staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent. Schools 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 nurseries/schools/college need to make a professional judgement in circumstances where children are at risk from or likely to be at risk of significant harm.

117. Where it is in the interests of the child, information can be shared with relevant authorities. For example, Health and Community Services (HCS), Police, School Nurses, Health Visitors in line with the Data Protection (Jersey) Law 2018 and Children and Young People (Jersey) Law 2022.

118. Parents should be informed prior to a referral to the Children and Families Hub, **except where the parent is the alleged abuser; in which case the PARENT SHOULD NOT be informed as this may increase risk of harm to the child and/or hinder a police investigation.** If you are in doubt if contacting the parent may put the child at risk the Children and Families Hub should be contacted for advice.

119. Nurseries, schools and colleges should consider the proportionality of disclosure against non-disclosure, as the duty of data protection is overridden by the need to safeguard children.

120. Only relevant information should be disclosed to those professionals who 'need to know'. Always ensure you adhere to the Data Protection (Jersey) Law 2018. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose. Parents should also be made aware of the nursery/school/college's duty to share information.

121. Staff should discuss any concerns or difficulties around confidentiality or information sharing with either the school DSL, CYPES Designated Safeguarding Officer, CYPES's Head of Governance and/or Manager for MASH.

Part Two – The management of safeguarding for schools

The responsibility of governing bodies and senior leaders

122. Schools and colleges should have a senior level lead to take leadership and responsibility for their safeguarding arrangements.

123. Governing bodies should ensure that **all** governors, proprietors and trustees receive appropriate safeguarding and child protection training (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated at regular intervals, but no less than annually.

124. The importance that governors and proprietors properly support the DSL role includes an expectation that they should read and understand the full DSL job description.

Safeguarding policies and procedures

125. Headteachers, DSLs, Governing bodies and proprietors should ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

126. Policies should include, safeguarding and child protection, behaviour, staff behaviour (code of conduct) and children missing from education. This is not intended to be an exhaustive list. These policies and procedures, along with Part one of this guidance and information regarding the role and identity of the designated safeguarding lead (and deputies), should be provided to all staff on induction.

127. **The safeguarding and child protection policy must:**

   • reflect the whole school/college response to abuse, including child-on-child abuse
   • reflect reporting systems
   • describe procedures which are in accordance with Government of Jersey guidance
   • link to policies as reflected elsewhere in Part two of this guidance, such as online safety, and special educational needs and disabilities (SEND)

- be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt
- be available publicly either via the school or college website or by other means.

128. When drafting the staff behaviour policy, schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2018, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if they do not teach the child.

Responsibilities of Headteachers/College Principal

129. Ensure all staff are fully aware of the school safeguarding and child protection policy and related policies and that these policies are fully implemented.

130. The school's safeguarding policies are reviewed at least annually.

131. Ensure all staff have a good understanding of their role in the identification and sharing of safeguarding concerns with the DSL.

132. The Headteacher/principal/DSL is responsible for keeping a central record of all statutory and other training undertaken by staff and volunteers, and should include governors and trustees.

133. Ensuring that the school has a senior 'Designated Safeguarding Lead' to take on lead responsibility for child protection issues and an identifiable deputy.

134. Ensure the Designated Safeguarding Lead is given sufficient time and resources to carry out their responsibilities.

135. Ensure DSLs/deputies are released to attend multi-agency safeguarding meetings, child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school.

136. Ensure safer recruitment practice is followed whenever recruiting to posts and that all staff hold an up-to-date DBS check.

137. Ensure that all volunteers have relevant risk assessments for working with young people.

138.   Ensure the school offers a safe and transparent environment for staff and pupils to raise concerns about poor or unsafe behaviours or practice.

139.   Ensure appropriate action is taken when an allegation is made against a member of staff, following the SPB [Multi-Agency Managing Allegations Framework for Children](#) and the CYPES Designated Safeguarding Officer or the Director for Inclusion are contacted and informed as soon as possible.

Safer Recruitment

140.   The school leadership must follow safe recruitment practices and will ensure that staff and volunteers working in the school/college are suitable to do so and do not pose any kind of risk.

141.   Headteacher and managers are responsible for education settings to maintain a single central record including the safeguarding checks they have carried out for all staff and volunteers. This should include any updates.

[SPB Guidance for Safe Recruitment, Selection and Retention for Staff and](#) [Volunteers](#)
Government of Jersey Safer Recruitment Policy
[Disclosure and Barring Service - GOV.UK (www.gov.uk)](#)

142.   The DfE 2022 guidance added information to highlight that Schools should consider online searches as part of their due diligence checks on shortlisted candidates. The stated aim of this is that it "may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at the interview. Schools inform shortlisted candidates that online searches may be done as part of due diligence checks.

143.   Curriculum vitae should only be accepted alongside a fully completed formal application form and is insufficient on its own to support safer recruitment.

144.   Should contractors be required for repairs, works or other in education settings, headteachers/managers should aim for their presence on the premises ideally to be out of school time. However, in emergencies or where this cannot be achieved, all contractors, and visitors, must be supervised at all times so as not to come into contact with children.

145.   The Headteacher/manager will ensure that all staff, including governors and trustees, are fully inducted, are made aware of the school/college's safeguarding policy and procedures and that staff are fully aware of their role in implementing these.

Recording information Single central record

Schools and colleges must maintain a single central record of pre-appointment checks, known as "the single central record".

146. The single central record must cover the following people:
    - all staff, including teacher trainees on salaried routes
    - agency and third-party supply staff, even if they work for one day
    - all members of the proprietor body
    - the members of governing bodies and trustees

147. The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:
    - an identity check,
    - a standalone children's barred list check
    - an enhanced DBS check (with children's barred list check) requested/certificate provided
    - a prohibition from teaching check
    - further checks on people who have lived or worked outside the UK
    - a check of professional qualifications, where required, and,
    - a check to establish the person's right to work in Jersey.

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

149. Non statutory information: Schools and colleges are free to record any other information they deem relevant. For example:

    - whether relevant staff have been informed of their duty to disclose relevant information under the childcare disqualification arrangements
    - checks made on volunteers
    - dates on which safeguarding and safer recruitment training was undertaken, and
    - the name of the person who carried out each check.

Collection of children from nursery & school

150. Primary schools and nurseries should have a policy in place regarding the collection of children by adults who are not their parent or known carer at the end of the school day.

151. When the child starts school, they should be notified of who will normally collect the child.

152. Parents have a responsibility to notify the school in advance if this changes, giving details of the person who they have authorised to collect their child.

153. Parents should also be asked to inform nursery/school where children are subject to court orders that limit contact with a named individual.

154. If a person who is not authorised to collect the child attempts to do so, the school/nursery should not allow the child to leave, and contact be made with the parent immediately.

155. Schools/nurseries should also have a procedure in place to deal with situations where a child is not collected at the end of the school day.

156. Schools/nurseries should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.

157. Children should not be released into the care of another parent even where they offer to take the child home.

158. Schools should discuss with MASH team on telephone 519000 at 4:00pm if there are difficulties in contacting parents, other family members or authorised adults.

159. If no contact can be made with the parent/ carer by 4:30pm, the school should contact MASH on 519000 who will arrange for a Social Worker to collect the child or make appropriate arrangements.

160. Where children are regularly not collected or collected late, the class teacher should raise this as a concern with parents/carers. An Early Help Assessment may be considered to identify any potential underlying problems.

Change of Care and/or Living Arrangements

161. At the start of each school year, parents must update contact details with respect to the collection of their child.

162. Parents should inform the school of any changes to the care and/or living arrangements of their child/ren whilst their children remain on the school roll.

163. Where children remain in Jersey and parent/s leave the island, parents must provide contact details of their whereabouts i.e., address and telephone numbers as well as the name, relationship and contact details of the adult/s responsible for their child/ren in their absence.

Private Fostering Arrangements

164. Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home

    A private fostering arrangement is essentially one that is made without the involvement of an authority for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for 28 days or more. Privately fostered children are a diverse and sometimes vulnerable group which includes:

    - Children sent from abroad to stay with another family, usually to improve their educational opportunities.
    - Asylum-seeking and refugee children.
    - Teenagers who, having broken ties with their parents, are staying in short–term arrangements with friends or other non-relatives.
    - Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces;
    - Language students living with host families.

165. Under the Children (Jersey) Law 2002 sect 59, private foster carers and those with Parental Responsibility are required to notify the Children and Families Hub of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

166. It is the duty of every authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and their welfare promoted. The Jersey Children's Service, or the local authority in which they are must also arrange to visit privately fostered children at regular intervals.

167. It is the duty of every authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and their welfare promoted. The Jersey Children's Service, or the local authority in which they are must also arrange to visit privately fostered children at regular intervals.

168. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered. See Private Fostering , Part 8 of the Children (Jersey) Law 2002.

169. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children

170. Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), they should then notify the [Children and Families Hub](#) to allow checks that the arrangement is suitable and safe for the child. Schools and colleges who are involved (whether or not directly) in arranging for a child to be fostered privately must notify the [Children and Families Hub](#) of the arrangement as soon as possible after the arrangement has been made.

171. If school suspect parents have arranged or agreed to private fostering arrangements a referral to the [Children and Families Hub](#) along with a discussion about why this is required.

Children in care and children previously in care

172. A common reason for children being placed in care (CIC) is as a result of abuse and/or neglect. Governors, trustees and proprietors should ensure that staff and volunteers have the skills, knowledge and understanding to keep those children who are looked after safe.

Role of the Virtual School Headteacher and Designated Teachers

165. The Virtual School Headteacher will ensure that the educational outcomes for children in care, and those children who have previously been in care (CPIC) by the statutory services, receive and meet their educational potential.

166. This is achieved, in part, by ensuring individual termly Personal Education Plans (PEPs) are reviewed and updated each term and that there is a representative from the Virtual School.

167. Each school should appoint a Designated Teacher who should work with partner agencies to promote the educational achievement of pupils who are looked after.

168. The Designated Teacher must also have appropriate training and the relevant qualifications and experience.

169. The PEP should promote the voice of the CIC or CPIC and their carer/parent, as well as setting appropriate targets for learning.

170. All PEPs and the progress of each child is monitored by the Virtual School Headteacher who should ensure that, the attainment gap between those children who have experienced living in care and those who have not, reduces significantly.

171. In addition, the Virtual School Headteacher completes placement reviews for those children who are placed off island to ensure that there is good or outstanding provision for their education in line with standards outlined by Ofsted.

Acrimonious parental relationships, PR and collecting child from school

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

172. A school's obligation is for the education and welfare of the child. Schools should be guided by the Jersey Family Court Advisory Service (JFCAS).

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

174. 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 CYPES. It would not be appropriate to become involved in custody disputes.

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

176. 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 CYPES' remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.

177. In the absence of a Court Order when there is a disagreement about who can collect the child, a meeting with both parents should take place about who collects the child with a signed agreement between both parents and the Headteacher.

178. The DSO can be requested to attend the meeting with parents and Headteacher if requested. If no resolution can be reached, the parents should be directed to seek legal advice.

179. If the Headteacher makes 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 irrespective of a Court Order being in place and is a safeguarding matter. **In this situation, advice must be sought immediately from the** Child and Family hub on telephone 51900 or the States of Jersey Police, Public Protection Unit (PPU) 612612.

180. If the Headteacher or school staff suspect there may be a problem, or either parent has made a threat, advice should be sought as early as possible from the DSO, Social Worker (if there is one) or the PPU.

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

Missing from school

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

    The Association of Chief Police Officers (ACPO) defines missing as:

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

183. Research informs us that we should be sighted on children who are missing from school/nursery for a variety of reasons that may increase risk to them, including child sexual exploitation (CSE). Police will not be assigned where children or young people are 'absent'; instead, the onus will be on parents, schools or education welfare officers to locate the child or young person.

184. Escalation to the police will follow if the child or young person is deemed to be 'missing' and it is the parent's or carer's responsibility to do this. Reasonable steps should be taken by parents and schools prior to making a report to the police.

    See CYPES School Attendance Policy: School Attendance Policy

Action for schools

185. The parent/carer should be contacted immediately and requested to locate their child and report to school when they have done so.

186. If the Parent/carer is unable to locate their child and the child cannot be contacted by telephone, the parent/carer should be advised to notify the police and report their child as missing.

187. A referral should also be made by school/college when there are concerns about children or a young person is reported as missing from school/education.

Children Missing from Education (CME)

188.   Children missing education completely is more than an attendance issue. When a child leaves Jersey and moves to another jurisdiction, it is the school's responsibility to take steps to locate their whereabouts and to make direct contact with their receiving school or education setting. Only after effective attempts have been made by schools to locate the child without success, they should refer their concerns to the Education Welfare Team Manager for CYPES.

   See Children Missing from Education (CME) Policy. CYPES School Attendance Policy

Elective Home Educated (EHE)

189.   Where a parent notifies the school that they are removing the child so they can be educated at home, school should make the following contacts:

   •   The EHE (Elective Home Education) Coordinator and/or the Education Welfare Team Manager should be contacted
   •   If the child has an allocated Social Worker, they should be notified immediately.
   •   If school have concerns about the child's welfare, the DSL should make a referral to the Children and Families Hub.

   By law, a child of statutory school age must receive an education. Parents or carers must get approval in writing from the Department for Children, Young People, Education and Skills before electing to home school. They must continue to attend their current school until they have approval from the Department:

   Useful information can be found at:

   Education Other Than At School Parents Guidance

   Education Other Than At School Policy.

Online-Safety

190.   The field of online/electronic safeguarding, also known as e-safety, is constantly evolving with the pace of technological change. Schools need to manage actively and in a timely manner in order to achieve effective online safeguarding. Online Safety Policy.pdf (gov.je)

191.   Headteachers, Governors, Trustees and Proprietors should regularly review the effectiveness of school filter and monitoring systems. They should ensure that the leadership team and relevant staff are:

- Aware and understand the systems in place
- Manage them effectively
- Know how to escalate concerns when identified

192.   Schools and colleges should speak with parents and carers about children's access to online sites when away school or college.

193.   School and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents and carers about the following:

- What systems they have in place to filter and monitor online use
- What they are asking children to do online, including sites they will be asked to access
- Who from school, if anyone, is their child likely to be, or going to be interacting with online.

For more information about online safety refer to **Appendix E**

Positive Behaviour Support and Restrictive Physical Intervention

194.   Restraint should only be used as a last resort after other strategies included in the school behaviour policy. Physical restraint always carries a risk to the child or staff who may be harmed, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault: P Positive Behaviour and Exclusions Policy 20231030JLA.pdf (gov.je)

195.   It is school's policy to use physical intervention and restraint only in line with CYPES Positive Behaviour and Exclusions Policy. The school's policy should include guidelines for staff to reduce the risk of harm to children/young people and to reduce the likelihood of allegations being made against staff.

196.   **Smoking and Vaping** should be managed as unacceptable behaviour in schools, so policies need to be in place for dealing with such behaviours. It is good practice for students and parents to be part of a consultation process when developing your own school policies as this is more likely to promote shared ownership, agreement and partnership working.

What staff should do if they have safeguarding concerns about another staff member

197. If staff members have concerns about another staff member's behaviour or attitude towards children or young people, or their safeguarding practice, then this should be referred to the Headteacher, Principal or manager.

198. Where there are concerns about the Headteacher, principal or manager, allegations should be reported directly to the Designated Safeguarding Officer (DSO) for Education, CYPES **and** the Jersey Designated Officer (JDO). Full details can be found in Part four of SPB [Multi-Agency Managing Allegations Framework for Children](#).

199. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

Low-Level Concerns

200. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

    • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
    • does not meet the harm threshold or is otherwise not serious enough to consider a referral to the JDO.

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

    • being over friendly with children
    • having favourites
    • taking photographs of children on their mobile phone, contrary to school policy
    • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
    • humiliating children.

201. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

202. Schools and colleges can choose to whom low-level concerns about staff are reported to, so long as it is clear in their policies. All staff should be aware of how to handle low-level concerns, allegations against staff and whistleblowing. See SPB [Low-Level Concerns About Adult-Behaviour Towards Children.pdf.](#)

203. In nurseries, schools, colleges and any education settings, it should made clear in the staff behaviour policy, sometimes known as the Code of Conduct, what the expected professional behaviours are, and how to report low level concerns, or formal allegations against staff.

204. If nurseries, schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with the DSO for Education who may also take advice from the JDO.

205. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Schools and colleges can decide where these records are kept, but they must be kept confidential.

206. Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the JDO. Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings

207. In the event that an allegation is made against a member of staff or volunteer, the school will follow Education-CYPES managing allegations policy .pdf (gov.je)

208. The school will appoint a responsible staff member (usually the Headteacher) who will be the school representative for the purpose of managing all allegations. The Headteacher should contact CYPES, DSO, or in their absence, the Service Manager for Vulnerable Children, or the CYPES Director for the Inclusion Service for all allegations raised.

209. A second member of school/college staff should be identified, who is usually the deputy Headteacher, to act in their absence **or if allegations are made against the Headteacher.**

210. Where a staff member or volunteer is removed from the school following an allegation against them being upheld, and it is agreed by CYPES panel that the person is unsuitable to work with children, the Human Resource Manager/Head of Case Management will refer the individual to the Disclosure and Barring Service. Also see the Jersey Safeguarding Partnership Board (SPB) Managing Allegations Framework

211. Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the DSO and JDO.

Whistleblowing and escalation of concerns

212. The nursery/school/college recognises there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the setting as there is reasonable doubt that these would be dealt with adequately.

213. **All staff and volunteers** have a responsibility to raise concerns where they feel individuals or nurseries/schools/colleges are failing to safeguard and promote the welfare of children.

214. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff and volunteers should report their concerns to CYPES, Designated Safeguarding Officer or the Director of Inclusion**.** The SPB Escalation and Resolution Pathway can be implemented to address your concerns.

215. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Safeguarding Vulnerable Children - Specific Groups

Children with special educational needs and/or disability (SEND)

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

- Speech, language and communication differences may make it difficult for children to tell adults what is happening to them, or in their lives.
- Many children with SEND are at an increased likelihood of being socially isolated with fewer outside contacts.
- Children with SEND often do not have access to someone they can trust to disclose that they are suffering harm.
- Children with SEND may be more vulnerable to bullying and intimidation.

- Dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour.
- Children with SEND may have limited capacity to resist or avoid abuse.

217. Assessments for some children with SEND may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational, emotional and social 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 as part of their Individual Education Plan.

   Special Educational Needs Code of Practice 0-19 years (Currently under review)

218. Where a child requires several assessments, it is important that these are coordinated with an identifiable lead worker/s so that the child's needs do not become lost between different agencies and processes involved with their care. Therefore, multi-disciplinary assessments and reviews should be coordinated by the most appropriate qualified practitioner.

219. CPD and Learning resources should enable staff to meet the needs of all pupils, including pupils with learning differences: National Association for Special Educational Needs (NASEN) UK

Providing intimate or personal care to pupils

220. Staff in nursery, primary schools and special schools may need to provide intimate or personal care to pupils, e.g., helping a child who has soiled themselves or supervising pupils who are changing for P.E. Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. See: Intimate Care Policy-Education

Domestic Abuse

What is domestic abuse?

221. Domestic abuse refers to a number of behaviours which are not always violent. Domestic abuse (DA) has a significant negative impact on both the victims and the children living with or witnessing this type of abuse. Schools should treat and manage disclosures of DA as a serious safeguarding concern.

222. Domestic abuse can encompass a wide range of behaviours. Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour,

including sexual violence. In most cases, this abuse is perpetrated by a partner or ex-partner, but also may be by a family member or carer.

223. **Domestic abuse can include, but is not limited to, the following:**
- Coercive Control (an act or pattern of intimidation, degradation, humiliation, isolation or other abuse that is used to harm, punish or frighten)
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial abuse
- Harassment and Stalking
- Online abuse

224. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

225. Domestic abuse also includes different forms of family violence such as, adolescent to parent abuse, forced marriage, female genital mutilation and so called "honour crimes" that are perpetrated primarily by family members, often with multiple perpetrators.

226. Anyone can experience domestic abuse regardless of gender, age, race, ethnic or religious group, sexuality, class, or disability.

227. The impact on children witnessing domestic abuse should not be underestimated and schools play a key role in recognising the signs, supporting children and know where and how to refer for additional support for families.

228. Schools have a central role in supporting children living with or witnessing DA and the victims involved. School Designated Safeguarding Leads (DSL) will receive domestic abuse notifications (DAN) from the multi-agency safeguarding hub when a DA incident has been reported and the police have been involved. It is important that the DSL informs all relevant school staff so that additional support can be implemented during the school day for any child linked to victim or the perpetrator. For primary school children this is likely to be the class teacher; for secondary school children it may be the form tutor, head of year or relevant subject teachers.

229. If the child already receives additional support. For example, the Social, Emotional and Mental Health Team (SEMHIT), the Emotional Literacy Support Assistant (ELSA) or school counsellor may already be working with the child and family so they should be informed on 'a need to know' basis as such information is likely to influence their approach and assessment of the child. See Appendix C.

230. The child may be unusually upset and emotional, but equally, they may present as withdrawn and 'not their usual self'. The identified school staff need to observe and monitor. There is a chance the child will disclose to an adult about what has happened or share further information that raises further concern. Staff need to manage any disclosures in the usual way according to safeguarding children procedures.

Advice and support for schools

231. If the DSL's or school leaders would like any further information in relation to the operation of this protocol, they can contact the DSO at the Education Directorate of the CYPES Department. Please note if there are concerns regarding a child or young person, a Children and Families Hub referral or consultation with the Hub would be appropriate.

For more information about domestic abuse, how and where to get support see:

Domestic Abuse Guidance/Pathway for Professionals | Jersey Safeguarding Partnership Board

Jersey Domestic Abuse Support (jdas.je)

Freeda | Free from Domestic Abuse

States of Jersey Police - How to Report Domestic Abuse

Lesbian, Gay, Bi-sexual, and Questioning pupils

232. A child or young person being lesbian, gay, bisexual or questioning is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

233. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Child Criminal Exploitation and Child Sexual Exploitation (CCE/CSE)

234. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (CCE) and sexual exploitation (CSE).

235. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

236. Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that all children are recognised as victims.

237. When it is recognised that a child is, or has been, exploited, professional should recognise and consider that their siblings may also be at risk of exploitation or violence.

238. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

239. There are multiple indicators of CSE and CCE that may alert staff to a concern that a child may be being exploited, including:

    - appearing with unexplained gifts, money or new possessions
    - associating with other children involved in exploitation
    - suffering from changes in emotional well-being
    - misusing alcohol and other drugs
    - going missing for periods of time or regularly returning home late
    - regularly going missing from school or education or do not take part in education

240. School Counsellors, School Attendance Officers and Education Welfare Officers need to be aware of any signs of suspected child exploitation activity within school groups and are often in key positions to hear concerns throughout the school community about young people. If any staff has concerns or suspicions around child exploitation and/or CSE, they must discuss this in the first instance with their Designated Safeguarding Lead. Children who have been exploited will need additional support to help keep them in education.

241. Nurseries/Schools/Colleges have a key role in educating children and young people about the dangers and importance of keeping themselves safe. Child exploitation and child sexual

exploitation (CSE) should be taught within the PSHE curriculum within the context of a healthy relationships programme.

242.   It is recommended that all DSL's have completed Child Exploitation Safeguarding Training.

243.   Further information on signs of a child's involvement in sexual exploitation is available:

Child Sexual Exploitation

National Working Group for statutory and voluntary agencies tackling CSE.

Female Genital Mutilation (FGM)

244.   FGM is a form of child abuse and involves a procedure where the female genitals are deliberately cut, injured or changed, with no medical reason. Several other terms are commonly used; female circumcision, cutting, sunna and gudnin, among other names.

245.   FGM is usually carried out on girls from birth, during infancy up to the age of 15 years, most commonly prior to the onset of puberty with the average age tending to be ten to twelve years. Female genital mutilation is extremely painful and traumatic and is performed without any anaesthetic. This brutal practice can be found mainly amongst communities from sub-Saharan Africa but is also performed in some communities from the Middle East and Asia.

246.   Adult women can also be subjected to FGM. The mutilation of the female genitalia seriously harms the health of girls and women with both short- and long-term problems, which significantly effects their quality of life physically, emotionally, psychologically and sexually.

The 1989 Convention on the Rights of the Child ratified in Jersey protects against all forms of mental and physical violence and maltreatment (article 19.1); to freedom from torture or cruel, inhuman or degrading treatment (article 37a), and requires States to take all effective and appropriate measures to abolish traditional practices prejudicial to the health of children (article 24.3).

247.   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, or a holiday.

248.   **Under the Sexual Offenses (Jersey) Law 2018** is it a criminal offence to carry out FGM on another person and can carry a prison sentence of 14 years. In the UK, anyone who performs FGM can face up to 14 years in prison; anyone found guilty of failing to protect a girl from FGM can face up to 7 years in prison, and it is an offence to:

- take a child abroad for FGM
- to help a girl perform FGM on herself in or outside the UK

- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you're responsible for from FGM

[NSPCC Protecting children from FGM](#)

[NHS UK Female genital mutilation information](#)

[SPB Female Genital Mutilation](#)

249. If you have a reason to suspect that the child may have undergone, or is likely to become a victim of FGM by travelling to another country accompanied by their parent/relative or other adult, the schools/college DSL should contact CYPES DSO on 07797954714, the Children and Families Hub on 519000 or the States of Jersey Police Public Protection Unit on 612612 immediately without notifying parents.

Trafficked children

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

251. To avoid suspicion, traffickers may enrol a child on entry to Jersey posing as a family member but remove the child from school shortly after. Schools need to be aware of any child who suddenly "disappears" off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address.

252. Any concerns about a child should be reported to the DSO and contact the MASH about how best to proceed with a Children & Families Hub referral.

Safeguarding Children and Young People Against Radicalisation and Violent Extremism

253. Definition: Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

254. "Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of

members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011).

255. Extremism and radicalisation should be covered in PSHE and cross referenced in other relevant subjects where appropriate. The States of Jersey Police have a named officer who can support schools should they have concerns that a child is potentially being radicalised.

Indicators

256. With regard to issues that may make an individual vulnerable to radicalisation, these can include:

- **Identity Crisis**- Distance from cultural / religious heritage and uncomfortable with their place in the society around them;

- **Personal Crisis**- Family tensions; sense of isolation; adolescence; low selfesteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;

- **Personal Circumstances**- Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- **Unmet aspirations**- Perceptions of injustice; feeling of failure; rejection of community values;

- **Criminality**- Experiences of imprisonment; previous involvement with criminal groups

257. **Those closest to the individual may first notice the following changes of behaviour:**

- General changes of mood, patterns of behaviour, secrecy;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

SPB Safeguarding Children and Young against Radicalisation

If you have a concern about a child becoming radicalised, contact the Child and Family Hub or the DSO for CYPES in the first instance without notifying the parents or carers.

At the early stages of any police investigation, it is vital that the police complete their preliminary inquiries and research before speaking with parents or carers, or anyone else living within the household.

Specific safeguarding issues

258. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviour-linked issues such as, of drug taking, alcohol abuse, truanting and sexting put children in danger.

259. **All** staff should be aware that safeguarding issues can manifest themselves via child-onchild abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse.

Preventative Education

260. Senior leaders are reminded of the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry. The expectation is that schools/colleges' values and standards in this area will be underpinned by their behaviour policy, pastoral support system, as well as a planned programme of evidence based PSHE.

261. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.
 School and college staff can access guidance as required on the issues listed below

Other Safeguarding links

   o Jersey Safeguarding Partnership Board Child Protection Procedures

   o CYPES counter bullying policy

   o Domestic violence and abuse

   o Children of parents who misuse substances

   o Potential risk of harm to an unborn child

- o [Fabricated or induced illness](#)

- o [Abuse linked to Faith or Belief](#)

- o [Forced marriage](#)

- o [Gang Activity, Youth Violence and Criminal Exploitation Affecting Children](#)

- o [Jersey Safeguarding Partnership Board Serious Case Reviews](#)

- o [Children Looked After and Children Living Away from Home with Other Families](#)

- o [Harmful sexual behaviour (HSB) or child-on-child sexual abuse | NSPCC Learning](#)

- o [Children and Young People's Sexual Development](#)

- o [Online Learning Best Practice Guidelines for Teachers Gov.je](#)

- o [Online Safety Policy.pdf (gov.je)](#)

- o [CYPES online safety policy](#)

- o [E-safety: children exposed to abuse and exploitation through digital media](#)

- o [Safeguarding children and young people against radicalisation and violent extremism](#)

- o [Trafficking and Modern Slavery](#)

Appendices and further information

Appendix A: Example template for recording a concern

In the event you do not have access to the MyConcern safeguarding reporting and recording system at the time of a disclosure, a 'Safeguarding Record of Concern Form' should be fully completed and shared with the Designated Safeguarding Lead (DSL) for your school or education setting immediately. This should be accompanied by a body map when required.

Child's Name:			
Child's DOB: **Age and year group**			
Gender:	**Religion:**	**SEND: Y/N [Details]**	**Ethnicity:**
Date and time of concern:			
Your account of the concern:			
(What was said, observed, reported and by whom)			
What did the child / young person say:			
Additional information: (Your observations, context of concern/disclosure)			
Your response :			
(What did you do/say following the concern)			
Your name in PRINT please		**Your signature:**	
Your position in school:		**Date & time of this recording:** **Date & time referred to Headteacher / DSL**	

Action and response of DSL/Headteacher with date and time*: examples – discussed concern with parents, arranged a meeting with parents, completed children and families hub referral*

Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?

Name of Headteacher / DSL

Print name: _____

Signature: _____   **Date:**

Appendix B: Responding to a disclosure of abuse

- Be mindful of your reaction and body language - you must remain calm.

- Reassure the child or young person that they have done the right thing.

- Illicit enough information to decide if this is a safeguarding issue.

- **DO NOT investigate.**

- **ONLY** use open-ended questions. **Never ask leading questions**.

Use the T.E.D model: **T**ell **E**xplain **D**escribe *(i.e.: tell me more about that, explain what you mean by that, describe what happened)*

- Do not leave the child or young person alone.

- **Inform your Designated Safeguarding Lead immediately.**

- Record your conversation as soon as possible using the child/YP's words - not your own interpretation of events.

Your notes will be included in the Children & Families Hub referral or as police evidence. The decision-maker in MASH will decide on the appropriate action.

Appendix C: Domestic Abuse:

Types of Overt or Silent Support for children living with domestic abuse

Silent support

Knowing who they can go to	Different expectations	Informing teacher / relevant staff
	Allow child to keep comforts	Checking collection arrangements
Relaxation spaces	Worry box	Having staff around
	Cuddly toys / comforters	Assess the child Emotional / Physical
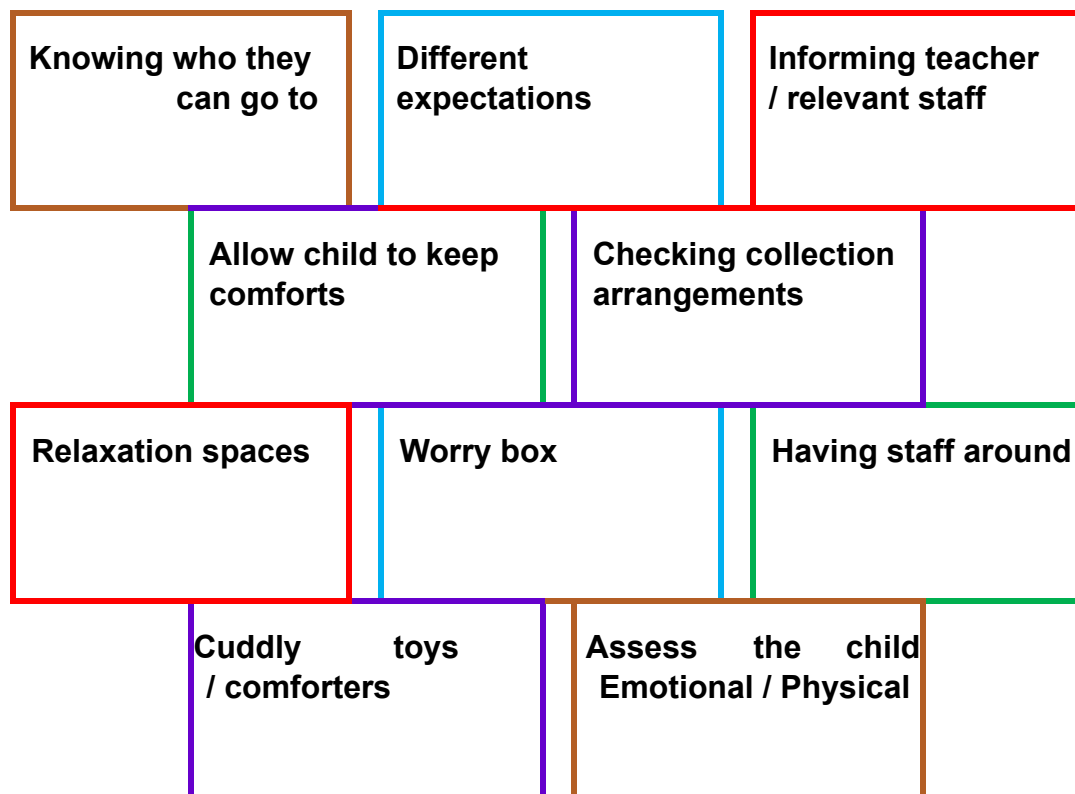
Appendix D: Roles and Responsibilities

Role of the Designated Safeguarding Lead (DSL) for nurseries, schools, colleges, and other education settings

Headteachers and Principals should appoint an appropriate **senior member** of staff, from the nursery, school or college **leadership team** to the role of designated safeguarding lead (DSL).

The DSL should take **lead responsibility** for safeguarding and child protection. This should be explicit in the post holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the Children & Families Hub as required; • Support staff who make the Children & Families Hub referrals;

Work with others

The Designated Safeguarding Lead is expected to:

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing assessments under Article 42 of the Children (Jersey) Law 2002 and police investigations.

- as required, liaise with the "case manager" CYPES Education Directorate's Designated Safeguarding Officer for child protection concerns (**all cases which may involve a staff member**)

- as required, contact the CYPES Education Directorate's Designated Safeguarding officer DSO when managing allegations made against staff or volunteers in schools

- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.

Training

The Designated Safeguarding Lead (DSL) (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. They should complete the SPB DSL training as a minimum and training must be updated annually.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through the Early Help approach or by requests for involvement to services

- have a working knowledge of how a child protection case conference is conducted and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- ensure each member of staff has access to and understands the nursery, school or college's safeguarding and child protection policy and procedures, especially new and part time staff.

- are alert to the specific needs of children in need, those with special educational needs and young carers.

- can keep detailed, accurate, secure written records of concerns and referrals using My Concern software solution.

- obtain access to resources and attend any relevant or refresher training courses.

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect the child.

Opportunities to safeguard children through teaching

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the UK statutory guidance which can be found here.

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence and/or harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationship
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The UK Department for Education (DfE) has produced a one-stop hub for teachers which can be accessed here: Teaching about relationships sex and health (Gov.uk). This includes teacher training modules on the PSHE topics and non-statutory implementation guidance. Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in Spring 2022.

The following resources, plus many more listed in Annex B, may also help schools and college understand and teach about safeguarding:

• DfE advice for schools: teaching online safety in schools
• UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected world
• UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
• The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
• National Crime Agency's CEOP education programme: Thinkuknow
• Public Health England: Every Mind Matters Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Raising Awareness of Safeguarding Concerns and Practice/Staff CPD

The DSL should:

• Ensure the nursery, school or college's child protection policies are known, understood and used appropriately.
• Ensure the nursery, school or college's Safeguarding Policy is reviewed annually, as a minimum, and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
• Ensure the Safeguarding Policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the nursery, school or college in this.
• It is recommended that the nursery, school safeguarding policies are shared on the school website and hard copy is available at the office.
• Link with the SPB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Safeguarding and child protection records

Where children leave the nursery, school or college ensure all safeguarding and/or child protection records are transferred to the new nursery, school or college along with their whole record within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Transition meetings should be arranged between DSLs of both locations and any sensitive information should be handed over/discussed on a face-to-face basis.

Availability

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and/ or Teams or other such media is acceptable.

It is a matter for individual settings and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Role of the Designated Safeguarding Officer (DSO) for Education, CYPES; the DSO will:

Act as a point of contact for safeguarding advice and guidance for all schools, and across the range of services and settings that constitute the Education Department.

Oversee and monitor Education Directorate policies, procedures, and guidance in respect of safeguarding and protecting children and young people.

Represent the Education Directorate for island wide operational groups including Jersey Multi-Agency Public Protection Arrangements (JMAPPA).

Represent the Education Directorate at Multi-Agency Risk Assessment Conferences (MARAC).

Representative for the Education Directorate on several Safeguarding Partnership Board Sub- Groups.

The DSO provides support and consultation for colleagues when a Children and Families Hub and/or MASH threshold is not met, and will work in partnership to resolve professional

difference, for example, where there may be a need to escalate concerns [SPB Resolving Professional Differences/Escalation Policy](#)

Manage all allegations against staff or volunteers/adults in education settings:

- Provide, as required, advice and guidance.
- Ensure effective liaison with partners where needed including (but not limited to) the Jersey Designated Officer (JDO), Human Resources, relevant Heads of Service, the Director of the Inclusion Service, and the Group Director for Education as required.
- Collate and analyse information pertaining to allegations against staff / other concerns related to adults to ensure learning for stakeholders through formal reporting.
- If staff have a safeguarding concern or allegation about another member of staff (including supply staff, volunteers, or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college lowlevel concerns policy.

Review and assess safeguarding practice

This will include completing reviews for a variety of concerns/incidents and report to the Associate Director for Education Inclusion Service. This includes completing quality assurance reviews using the Safeguarding Health Check Audit Tool.

Provide training/CPD

- Designated Safeguarding Leads Update
- NQTs/School governors
- Children and Early Years Services
- SPB Child Safeguarding Foundation Training
- Work in partnership across agencies with Designated Safeguarding Lead professionals
- Bespoke safeguarding training at request of Group Director for Education

Appendix E: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material.
- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** personal online behaviour that increases the likelihood of or causes harm.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

Schools should follow the Government of Jersey Online Safety Policy.pdf (gov.je)

Useful support for parents and staff can also be found at: Keeping your child safe online (gov.je)

Filtering and monitoring

Schools and Colleges should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the school should have appropriate filters and monitoring systems in place. Filters and monitoring systems should apply to other school mobile devices such as school laptops, iPad's etc.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, Headteachers, Governing bodies and Proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

For Government managed schools, central systems will be provided for both filtering and monitoring. The base level filtering settings will be set centrally with schools able to request amendments to support teaching and learning.

The appropriateness of any filters and monitoring systems should be informed in part by the risk assessment required by the Prevent Duty. Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part, there should be a whole school approach to online safety. Schools should have their own clear policy on the use of mobile technology in the school, this may include or may be in addition to their acceptable use policy. Many children have unlimited and unrestricted access to the internet via their own cellular data and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential schools and colleges ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Governors, Proprietors and Headteachers have a responsibility to ensure effective filters and monitoring systems to capture online activity are in place.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff training: Online Safety

Senior leaders should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned, and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

The National Crime Agency's CEOP Education team: online child sexual abuse.

www.saferinternet.org.uk

www.internetmatters.org

Childnet Online Safety Resources

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation[OBJ]

Appendix F: Further information on a child missing from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to children's social care and have an allocated a social worker. It is important that schools and colleges recognise that being absent from education may increase known safeguarding risks within the family or in the community.

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. There is a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in Jersey. Effective information sharing between parents, schools, colleges and CYPES is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict regions, female genital mutilation and forced marriage or exploitation.

Schools

The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the Education Directorate at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the Education Directorate of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Where a parent notifies a school that a pupil will live at another address, **all** schools must record in the admission register:

- the full name of the parent with whom the pupil will live;

- the new address; and

- the date from when it is expected the pupil will live at this address.

Consideration and referral to the Children and Families Hub professional referral process should be made if school suspect parents have arranged or agreed to private fostering arrangements.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record this and inform the Education Department School Admissions Team of:

- the name and address of the new school; and

- the date on which the pupil first attended or is due to start attending that school.

Schools must also notify the Education Directorate School Admissions Team when a pupil leaves their school and that changes to school register are being made, they should provide the following information to the Education Directorate Admissions Team at this time:

- the full name of the pupil;

- the full name and address of any parent with whom the pupil lives;

- at least one telephone number of the parent with whom the pupil lives;

- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;

- the name of the pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds under which the pupil's name is to be deleted from the admission register and;

- Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these requirements, in order to identify children of compulsory school age who are missing education, ensure the follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

College

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the Education Directorate in order to share information about the attendance and/or absences of that child as necessary. The college should also inform the Education Directorate immediately if that child is removed from the roll to ensure the identification of children of compulsory school age who are missing education.

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.

- Children who associate with other young people involved in exploitation.

- Children who have older boyfriends or girlfriends.

- Children who suffer from sexually transmitted infections or become pregnant.

- Children who suffer from changes in emotional well-being.

- Children who misuse drugs and alcohol.

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Appendix G: Children staying with host families

Private fostering and educational institutions

Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to "private fostering"

The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for schools for college the normal course of their activities in promoting learning activities for children. Schools and colleges quite often plan for their children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements

- In some circumstances the arrangement where children stay with UK families could amount to "private fostering".

- Under the Children (Jersey) Law 2002 section 59, private foster carers and those with **Parental Responsibility** are required to notify the authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

- Teachers, health and other professionals should notify the authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been or will be notified.

- It is the duty of the Government of Jersey to satisfy itself that the welfare of the children who are privately fostered within the island, or off island, are being satisfactorily safeguarded. The Children's Service must also arrange to visit privately fostered children at regular intervals. All arrangements and regulations in relation to Private Fostering are set out in Part 8 of the Children (Jersey) Law 2002. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered.

Children in Residential Settings

- Children in such settings are particularly vulnerable and must be listened to.

- All such establishments must have in place complaints procedures for children and young people, visiting and contact arrangements with social workers and Independent Visitors (for Looked After children), as well as parents, and advocacy services.

- Where there is reasonable cause to believe that a child or young person has suffered, or is likely to suffer Significant Harm, within any setting a referral must be made, in accordance with the Children and Young Person Safeguarding Referrals Procedure. The concerns may be related to bullying, children who exhibit harmful behaviour against other children or allegations about the behaviour of practitioners or volunteer

DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or college or a third party (such as a language school) and the school, college or third party has the power to terminate the arrangement, then it could be the regulated activity provider. A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred. Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school or college will not be the regulated activity provider.

Referral to the Children and Families Hub when private fostering is identified

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The school or college should notify the MASH of the circumstances, by making a referral to the Children and Families Hub homepage and professional referral process so checks can be completed to ensure that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. If the school or college has any reason to believe that the third party is failing to undertake a statutory duty, they should notify the police.

Schools and colleges arranging for their pupils to stay with families overseas should be aware that the DBS cannot access criminal records held overseas and parents should be

informed of this before any trips. Host families in other countries, therefore, cannot be checked in the same way as schools and colleges in the British Isles. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. The Education Directorate and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

Appendix H: Statutory guidance – regulated activity (children) - Supervision of activity with children that is regulated activity when unsupervised

This UK statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on GOV.UK

Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:

- Ages of the children, including whether their ages differ widely;

- Number of children that the individual is working with;

- Whether or not other workers are helping to look after the children;

- The nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children).

- How vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity).

- How many workers would be supervised by each supervising worker?

In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

Appendix I: Disclosure and Barring Service checks

These are the types of checks available to those working with children:

Type of check	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands, and warnings.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records **plus** additional information held by police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records **plus** additional information held by police **plus** check of the DBS Children's Barred List **plus** check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check.

Any individual (including an applicant for a job which does not involve working with children) can be asked to apply for a basic criminal record check. This will just show unspent convictions and cautions. This service is currently provided through Disclosure Scotland.

Appendix J: Child-on-Child Abuse Including sexual violence and sexual harassment between children

1. Context and Definition

Types of abuse
- Physical abuse
- Sexual violence, sexual harassment and misogyny
- Bullying
- Cyberbullying
- Online coercion, extortion and exploitation
- Sexting
- Initiation / hazing
- Prejudiced behaviour
- Teenage relationship abuse

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children may abuse other children.

All staff should be clear on the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.

Whilst the examples above are not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, making unacceptable comments or telling sexual stories;
- sexual remarks about clothes and appearance and using sexualized language or sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.

Schools should consider when any of the above infringes another child's right to feel safe and respected and crosses the threshold from sexual harassment to sexual abuse or violence.

Where sexual abuse is reported or witnessed in schools, it is important to talk to and consider the experience of the victim where the following has occurred:

- the displaying of pictures, photos or drawings of a sexual nature; and
- sexting (also known as youth produced sexual imagery or 'sending nudes'); and
- initiation/hazing type violence and rituals.
- sexism
- misogyny

These types of abuse can be motivated by perceived differences, for example, on grounds of race, religion, gender, sexual orientation, disability or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Vulnerable adults are also at risk of harm.

Other considerations - children or young people who harm others may have:

- additional or complex needs:
- significant disruption in their lives
- been exposed to domestic abuse, witnessed or suffered other abuse
- educational under-achievement
- become involved in crime

Stopping violence and ensuring immediate physical safety is school's priority, but emotional bullying can be as damaging as physical abuse.

School staff alongside the Designated Safeguarding Lead and/or their deputy need to make their own judgment about each specific case and should use this policy guidance to help.

2. Recognising child on child abuse – harmful sexual behaviour

Harmful sexual behaviour may include:

- inappropriate sexual language o inappropriate role play
- sexual touching
- sexual assault

Considerations:

Schools need to ensure that any form of abuse or harmful sexual behaviour is dealt with immediately and consistently to reduce harm to the child, with mindful consideration to the impact on the individual child's emotional wellbeing and mental health.

Harmful sexual behaviour, sexual harassment and sexual violence can occur between two children of any age and gender. It can also involve a group of children sexually harassing or sexually assaulting a single child or group of children.

Child harmful sexual behaviour is not always contrived or meant to harm others. There may be many reasons why a child engages in harmful sexual behaviour and it may be just as distressing to the child who instigates it as to the child victim.

All staff should be aware of the importance of:

Making it clear that sexual violence and sexual harassment is always unacceptable, will never be tolerated;

- Sexual violence and/or harassment is not an expected part of growing up is never tolerated or dismissed sexual as "banter", "part of growing up", "just having a laugh" or "boys being boys";

- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts; and

- Up-skirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.

It is a criminal offence. Anyone of any gender, can be a victim. Dismissing or tolerating any of the behaviour above risks normalising them

4. Initiation or Hazing

Hazing is intended as an initiation ceremony, or 'rite of passage', which is used to induct newcomers into an organisation, for example, a school, sports team or other. There are several different forms of hazing from relatively mild rituals to severe, and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of tests or trials, which is intended to promote a bond between the group.

After the hazing ritual/ceremony the newcomers are considered to have something in common with senior members of the organisation or group because they have all experienced this themselves as part of a rite of passage. However, many rituals involve humiliation, embarrassment, abusive acts, and harassment and can place individuals at significant risk of harm.

5. Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful and harmful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and is associated with prejudices around belonging, identity and equality in wider society. Examples may include children who have physical and / or learning differences, those from different ethnic, cultural and religious backgrounds, gender, home life, issues of care, parental occupation, poverty, social class, and sexual identity.

Schools should promote an ethos of whole school inclusion and recognise when children are being discriminated against, for any reason, and respond quickly and consistently in dealing with such unacceptable behaviour.

6. Teenage relationship abuse

Teenage relationship abuse is a pattern of threatened, or actual, acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teenager presents with a pattern of violent and coercive behaviour, whether in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. It can also be a form of child sexual exploitation.

7. Sexism and Misogyny

Sexism is prejudice or discrimination based on sex or gender. Although sexism can affect anyone, we mainly associate sexism with discrimination of women and girls as they are more often are the target. A belief exists that one group is superior or inferior to the other and involves attitudes, including ideas, theories, and beliefs that hold one group as superior, consequently justifying oppressing the other group based on their gender. For example, some people hold the view that women are inferior to men and there are often stereotypical ideas around roles.

Sexism may be part of organisational culture and practice where oppression is observed and accepted. The resultant discrimination and oppression can be conscious and hostile.

On the other hand, sexism may be a result of implicit biases, whereby underlying, or unconscious, attitudes and stereotypical beliefs are attributed to another person or group of people. Whether conscious or unconscious, all staff have a responsibility to address sexist attitudes or behaviour from either adults or children in schools.

Misogyny is the hatred of, disdain for, or prejudice against women or girls. It can manifest in various ways, including patriarchy, hostility, belittling of women, violence against women, social exclusion, discrimination, and sexual objectification. Misogynists have a blatant disregard for women. When compared to sexism, misogyny is more intense and blatant. For example, a sexist person may oppose women receiving a lesser salary than men (in the same position). However, misogynists will believe that women are inferior to men and don't deserve equal pay. Therefore, misogyny is more intense and deliberate than sexism.

Online exploitation is the act of a sexually exploitative nature carried out against a child that has, at some stage, had a connection to the online environment. It includes any use of ICT that results in sexual exploitation or causes a child to be sexually exploited, or that results in or causes images or other material 69 documenting such sexual exploitation to be produced, bought, sold, possessed, distributed, or transmitted.

Child online sexual extortion and coercion – sexual extortion, also referred to as sextortion, is the blackmailing of a child with the help of self-generated images of that child in order to extort sexual favours, money, or other benefits from her/him under the threat of sharing the material beyond the consent of the depicted person (e.g. posting images on social media); this is seen as increasing form of abuse among teenagers.

8. Expected Action for Schools

All staff that suspect or witness abuse should inform the school Designated Safeguarding Lead immediately before taking any further actions.

The DSL will assess all incidents between children and consider:

- The chronological and developmental ages of those involved
- Potential difference in their power or control in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour/incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- The degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim, for example, were there any attempts to ensure the behaviour and incident was kept secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred.

- The DSL will consider and identify whether it is a one-off incident, or a pattern of escalating behaviour.
- It is necessary to gather the information as soon as possible to get the true facts.
- The DSL should consult the decision-maker within the multi-agency safeguarding hub (MASH) with consideration for a referral to the Children and Families Hub.

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents. Avoid language that may create a 'blame' culture and leave a child labelled. Staff should talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Actions following gathering of information:
Record all incidents and all action taken

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms.
- Record disclosures along with names of witnesses if there are any immediately. 70
- Use proper names for body parts but record exactly any language or vocabulary used by the child.
- Use the child's exact words in quotation marks.
- Note where and when the incident happened and names of any witnesses.
- Gather the facts; speak to all the young people involved separately to gain a statement of facts.
- Use consistent language and open questions; For example, what happened, did anyone see the incident, what was seen, what was heard, did anyone Intervene?
- Do not interrogate or ask leading questions.
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Consider intent.

Colleagues from the MASH and the police may decide to investigate further and wish to interview children in school, or they may ask for parents to come to school to be spoken to.

It is important to be prepared for every situation and the potential time it may take.

Informing parents/carers
In sensitive and challenging circumstances best practice would suggest that parents/carers are informed personally on a face-to-face basis. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety for parents/carers, whether their child is the victim or the child who harmed another.

9. Points to consider

a. What is the age of the children involved? How old are the young people involved in the incident and are there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4-year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This however should not be overlooked.

b. Where did the incident or incidents take place? Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this area?

c. What was the explanation by all children involved of what occurred? Can each of the children give the same explanation of the incident and what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Are there different child accounts, and if so, why?

d. What is the understanding of what occurred from each child? Do the children know/understand what they are doing? For example, do they have knowledge of body parts, of privacy, dignity and parts of the body that are private? Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child understand the impact of their behaviour on the other person?

e. Repetition - has the behaviour happened before, or been repeated to an individual on more than one occasion? Has the behaviour persisted despite previous incidents when concerns have already been addressed and appropriately resolved?

10. Next steps

Once the outcome of the incident has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required.

For the child who has been harmed It may be that the child wishes to access counselling or one-to-one support in school to feel safe. Equally, they may decide counselling is not right for them (at that time) and choose the support of family and friends. However, the child may need to be monitored and be offered support in school, and should they request counselling in the future school can facilitate this.

If concerns are of a bullying nature, the child may need support in improving peer groups and relationships with other children. If restorative justice work can be provided this may support all those involved and help to alleviate future difficulties. Other interventions may target a whole class or year group work in line with the school PSHE schemes of work.

Partner agency specialists may be invited to schools to support PSHE work and speak on particular subjects. For example, School Nurses may deliver sessions around puberty -

growing and changing, Jersey Youth Service on healthy relationships and risk-taking behaviour and the services they offer children and young people, or the SoJ police to explain the concept of consent and the law. If the child feels particularly vulnerable a risk assessment can be put in place for them during school time so they know the named adult, they can go to for support and coping strategies. School may identify other specialist services that can support a child in managing potential future issues and offer additional support.

For the young person who has displayed harmful behaviour It is important to explore what caused the child to behave as they did. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support through counselling may be helpful or necessary. Specific support through an Early Help referral should be considered as the child and family may require additional support. Once support has been offered to meet their individual needs of the child, it is important that that they understand potential consequences for their behaviour upon another child. This may be in the form of restorative justice e.g. working with the child they have targeted if this has been some form of bullying to reach conciliation.

In cases of sexually harmful behaviour, it may be a requirement for the child to engage in one-to-one work with a service or agency; if a crime has been committed this may be through the police or probation service. However, if there is any form of criminal investigation ongoing it may be that the child cannot be educated on site until the investigation has concluded. In this case, the child will need to be provided with appropriate support and education elsewhere. If it is thought that the behaviour the child has displayed may continue to pose a risk to others, an individual risk assessment will be required. A multi-agency approach should be applied to ensure that the needs of the child and risks towards others are considered by all those agencies involved and should include the child (if age appropriate) and their parents/carers.

Additional supervision of the child and protective strategies should be part of a risk assessment and action plan if it is thought the child poses further potential risk of engaging in inappropriate or harmful behaviour. It is important that following an incident the child involved in the harmful behaviour continues to feel supported and receives help even if they have stated that they are managing well. Sometimes feelings of remorse, regret, guilt or unhappiness can occur at a much later stage. It is important to ensure that the child does not engage in any further harmful behaviour either towards another child/ren or to themselves, for example, self-harm. For this reason, regular reviews with the young people following the incident(s) are crucial.

11. Preventative Strategies

Child-on-child abuse can and will occur on any site even with the most robust policies and support processes. Therefore, it is important schools have appropriate strategies to proactively prevent child-on-child abuse. Schools should promote a culture of inclusivity,

where all staff are mindful of their own attitudes, and aware of CYPES expected code of conduct when working (or volunteering) with children.

Schools should be an open environment where children feel safe to share information about anything that is upsetting or worrying them. A strong PSHE curriculum tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to others.

Staff should never dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Children are part of changing their circumstances and through student school councils and pupil participation children should be encouraged to support changes and develop 'rules of acceptable behaviour'.

Children can be part of promoting the positive ethos in school - one where all children understand the boundaries of behaviour before it becomes abusive.

Helpful links: The UK organisation, Feminista, responds to Ofsted's review of sexual harassment in schools and supports people and organisations to take action and create change. They also provide useful information, teaching resources and training to tackle sexism in schools – see UK Feminista Resources Hub for teachers.

Other useful links:

https://www.gov.uk/government/publications/teaching-online-safety-in-schools

DfE: Relationship Education and Relationship and Sex Education, July 2020

Appendix K: MyConcern Recording and Reporting System Guidance

Introduction

MyConcern Safeguarding Recording and Reporting System should be used in all Government schools to keep accurate, secure written records of safeguarding concerns. Keeping effective safeguarding records is essential to provide evidence of decisions and actions. MyConcern safeguarding records can support policy formation and promote consistency, continuity, efficiency and equitability of safeguarding for all students.

Legal and Professional Obligations

In addition to this guidance, school staff should read the guidance on record keeping in 'Keeping Children Safe in Education' and must comply with the following legal and professional obligations:
- Children and Young People (Jersey) Law 2022 and the commensurate Statutory Guidance.
- United Nations Convention on the Rights of the Child (UNCRC)
- The Data Protection (Jersey) Law 2018
- The Common Law Duty of Confidentiality
- Freedom of Information (Jersey) Law 2011

Sharing information is a key part of promoting the wellbeing, health and development of children and to safeguarding their welfare. The Children and Young People (Jersey) Law 2022 and commensurate Statutory Guidance sets out information sharing arrangements. The lawful basis for sharing information related to the promotion and support of wellbeing is consent. At this level of need, the practitioner should ask the child and/or parents for consent to share information before making a submission to the Children and Families Hub. The lawful basis for sharing information necessary to meet a health or development need or a safeguarding need is the performance of a public function.

When recording a concern, all staff should be aware chronologies of concerns can be significant in providing supporting evidence when making referrals to the Disclosure and Barring Service Barred List, care proceedings, criminal cases, the Royal Court, disciplinary hearings and complaints. MyConcern records may be requested and must be made available to the court.

All staff must be aware of their responsibilities to record safeguarding concerns in addition to referring them to the DSL. DSL's and Headteachers must be able to evidence MyConcern training for all staff and record keeping standards across MyConcern should be measured through regular reviews and audits.

The Designated Safeguarding Lead responsibilities:

- Ensure that MyConcern safeguarding reporting and recording system is fully implemented in all Government schools and colleges.

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.

- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency including the Children and Families Hub.

- Review MyConcern records regularly and ensure all cases are up to date.

Access

All school staff should have access to record concerns on MyConcern.

Designated Safeguarding Lead status should be only given to those who need access to review the chronology of concerns and will likely include the DSL, Deputy DSLs, and the Headteacher. It is not usually necessary for wider Senior Managers to have this level of access if their role does not include safeguarding leadership. In addition, CYPES Designated Safeguarding Officer, Assistant Safeguarding Officer, MASH researcher, Manager of EWO and Vulnerable Children Service manager require DSL access as part of their role to safeguard children in Jersey.

DSL's may choose to allocate case owners to follow up specific concerns where a specific person/role is managing a specific case, for example, the SENDCO or a Head of Year or Pastoral Lead.

Recording Concerns

Support on how to record concerns can be found in the 'help' section of the MyConcern platform. [Reporting and Updating a Concern Help](#)

The breadth of safeguarding concerns that may be recorded is wide. It should include all events, disclosures, observations and communications that constitute safeguarding or may contribute to a wider safeguarding picture. Examples will include:

- Safeguarding incidents in school witnessed or reported by staff or students
- Disclosures or indicators of neglect or abuse

- Mental Health or concerns for emotional welfare, including safety planning
- Persistent non-attendance and involvement of the attendance and welfare team
- Concerns of non-engagement with support by children and/or their families
- Referrals to other agencies including the Child and Families Hub

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead or a deputy.

Entries on MyConcern must be:
- Accurate – entries must distinguish facts, opinions, assessments, judgments and decisions. They must distinguish firsthand information and
- information from third parties.
- Clear and chronological. All concerns should include as much detail as possible with dates, times and locations.
- Relevant
- Timely (use the time and date function when recording the concern)
- Easy to read and understand, with abbreviations explained in full. Staff are expected to proofread before submitting to ensure a reader will fully understand the concern.

Full names and job titles should be included, for example 'Mr John Smith (Headteacher) witnessed …' The record should include the names of any witnesses that may have been present when the disclosure was made.

When recording a disclosure, staff should record as much verbatim as possible and if professional opinion included then this must be clearly stated.

A 'Record of Concern' form (exemplar available in 'Keeping Children Safe in Education) should be used where MyConcern safeguarding recording system is unavailable. In these circumstances, all decisions and actions should be recorded on MyConcern, and shared with the DSL (or a deputy) as soon as possible.

Recording Actions

It is essential the safeguarding record includes information about what actions have been taken including:

- If other professionals and parents have been informed.
- What follow-up has been made or has been planned with a child.
- What action was taken to refer concerns or manage risk within the school?
- How and why decisions about actions were made.

In addition to the MyConcern record the concern should be shared with the DSL immediately. The DSL will then followup with further actions which may include contacting the Children and Families Hub. In the rare circumstance that a DSL or Deputy is not available then anyone can call the

Children and Families Hub for advice on **telephone number 519000**. This contact should be recorded in the actions in MyConcern.

If new information is shared or circumstances change, additional MyConcern entries or file notes should be made as new information and actions are taken to ensure records are accurate, factual and contemporaneous.

DSL Triage Process

Once a concern has been logged it is the DSL will be required to triage the concern. This includes:
– Allocating case owners
– Setting the category of concern
– Recording any follow-up actions that go beyond the initial reporter's role. This may include if a decision to refer to the Children and Families Hub has been made.
– Once completed the case needs to be 'closed.'

Categories

When DSL's are in receipt of a concern they will review the information and categorise it. Training on this process is provided annually via the CYPES inclusion training schedule. All Government of Jersey schools have the same list of categorise to use which should enable future work data analysis of island trends.

However, there are other options that can be uniquely personalised to each school's requirements for example Referral Agencies and Referral outcomes, Profile Flags, and concern locations. Examples are located within Appendix A. Users with Administration rights can change these options and MyConcern will support with this if required.
Telephone: 0330 660 0767 (available during business hours)
Email: support@thesafeguardingcompany.com

Allocating Level of Need and using the monitoring function

DSL's should also allocate students the appropriate Level of Need on their safeguarding profile and ensure these are kept updated.
Level of Need 1 – Universal services
Level of Need 2 – Early Help Plan in place / Wellbeing Need as identified in the Continuum if Need: Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf (safeguarding.je)
Level of Need 3 – Child in Need Plan in place / Health or Development need as identified in the Continuum if Need
Level of Need 4 – Child Protection Plan or Care order in place / Safeguarding need as identified in the Continuum if Need

The Monitored function should be used for any children who are currently needing additional safeguarding monitoring and support, such as those who have a safety plan or school have received a recent domestic abuse notification.

File Uploads

All safeguarding files and documentation should be uploaded to the Child's safeguarding profile on 'MyConcern.' Including:

- Copies of Children & Families Hub referral forms
- Child Protection and Child In Need Plans
- Minutes of core group meetings, strategy Meetings and other safeguarding meetings
- Pieces or work, drawings, notes from a child that contribute to a safeguarding concern
- Attendance Plans

Best practice is for all records held prior to the implementation of MyConcern to be scanned and uploaded as a file to the students MyConcern record. If this is not possible for any reason then they must be kept confidentially sealed in line with record keeping policies and a file note on the child's MyConcern to state that there is a prior record.

These files must be set to 'transferable' in order for them to move with a child's profile if they move school.

Transferring and Archiving

The DSL is responsible for ensuring that the MyConcern record, and any files (including Child Protection plans and minutes of core group meetings) are transferred to the new school. A comprehensive safeguarding transition meeting between the two school's DSL's should also be held.

When a student's profile has been transferred to the new school, their old profile should be archived to avoid dual profiles existing. When a child leaves education, their final school should archive and retain the MyConcern record in line with retention schedules.

Schools must ensure records for children who are care experienced should be retained for 100 years.

Any historical files that have not been uploaded to MyConcern should be transferred and archived along with the MyConcern records.

Additional Functions of MyConcern

TES (as the parent company for MyConcern) provide training on a variety of functions of MyConcern and DSL's and Headteachers are encouraged to utilise these resources. The local

policy management function is an example of a useful function to share policies with staff and check they have read them.

Appendix A – Example lists to support DSL Triage

Please note: The example lists below are by no means exhaustive or prescriptive, and not all the examples will necessarily be appropriate for all establishments.

Example 'Referral Agencies':
This can be Internal or External Agencies, such as:
- MASH
- CAMHS
- Speech and Language
- Early Help
- Food Bank
- Ed Psych
- TAF
- Counselling
- Play Therapy
- GP
- Police
- PREVENT
- Autism Outreach
- SEND Hub
- Young Carer's Support Service
- School Nurse
- Wellbeing Team
- School Mental Health First Aider
- ELSA

Example 'Referral Outcomes':
Outcomes are needed to describe what stage the referral with any of the above 'Agencies' is currently at; this may be:
- Pending
- Does Not Meet Threshold
- No Further Action Required
- Ongoing Support
- Social Worker Assigned
- Awaiting Decision
- Parent Not Engaging
- Speech & Language Programme
- S47
- S17
- Child In Care
- TAF

- Ed Psych Assessment
- Alternative Provision
- Stepped Up
- Stepped Down

Example Profile Flags:
- Behaviour
- Anxiety
- Adverse Childhood Experiences
- ALN
- Mental Health
- Bereavement
- Covid19
- Young Carer
- Poor Attendance
- Frequently Late
- Family Support
- Extreme Behaviour
- ADHD
- Special Education Needs
- Vulnerable Child
- Disability
- At risk of Child Sexual Exploitation
- County Lines
- Dyspraxia
- Dyslexia
- Epi Pen Required
- Hearing Impairment
- Grades Slipping
- Visual Impairment
- Self-Harm
- Social Worker Assigned
- Mobility
- Breakfast Club
- After School Club

Example Onsite Locations:
- Classroom
- Corridor
- Staff Room
- Changing Room
- Toilets
- Hall
- Library

- Playground
- Reception
- Canteen/Lunch Hall
- School Gates
- Online (Onsite)

Example Offsite Locations:
- Child's Main Address
- Mum's House
- Dad's House
- Friend's House
- Relative's House
- Bus Stop
- Train Station
- Local Park
- Local Shops
- Local Community
- Online (Offsite)

Appendix B: Data and Reports Function

Schools can analyse their own data using the data and reports function. Commonly requested reports are outlined below:

Number of Concerns Raised within a specific timeframe.

- <u>Base Data</u> > Concerns. *Next*
- <u>Grouping</u> > Drag across 'Concern Date/Time' from under the 'Concerns' tab and select from options in the drop-down menu (whether you want to view numbers week by week, month by month, year by year etc). *Next*
- <u>Filters</u> > Drag across 'Concern Date/Time' from under the 'concerns' tab and select your date-range in the drop-down menu (you can custom the date range in here). *Next*
- <u>Choose Chart Type</u> > Build Chart

Concerns by Status (how many concerns are in New, Open, and Filed status currently)
- <u>Base Data</u> > Concerns. *Next*
- <u>Grouping</u> > Drag across 'Concern Status' from under the 'Concerns' tab. *Next*
- <u>Filters</u> > No need to add a filter in here. *Next*
- <u>Choose Chart Type</u> > Build Chart

Number of Concerns by Category within a specific timeframe (what type of concerns have been reported)

- <u>Base Data</u> > Concerns. *Next*
- <u>Grouping</u> > Drag across 'Categories' from under the 'concerns' tab. *Next*

➢ <u>Filters</u> > Drag across 'Concern Date/Time' from under the 'Concerns' tab, and select your date range from the drop-down menu (you can custom your date range in here). *Next*
➢ <u>Choose Chart Type</u> > Build Chart

Number of concerns by specific 'Category' within a specific timeframe (this will allow you to overview the number of specific types of concerns reported)

➢ <u>Base Data</u> > Concerns. *Next*
➢ <u>Grouping</u> > Drag across 'Categories' from under the 'concerns' tab. *Next*
➢ <u>Filter 1</u> > Drag across 'Categories' from under the 'concerns' tab, you will see a drop-down menu where you can 'tick' all the categories you wish to include in your report (eg, all behaviour categories, or all bullying categories).
➢ <u>Filter 2</u> > Drag across 'Concern Date/Time' from under the 'Concerns' tab, and select your date range from the drop-down menu (you can custom your date range here). *Next*
➢ <u>Choose Chart Type</u> > Build Chart

Number of concerns by 'Location' within a specific timeframe (this will show you where the concerns have taken place, eg, in the classroom/toilets/playground)
➢ <u>Base Data</u> > Concerns. *Next.*
➢ <u>Grouping</u> > Drag across 'Location' from under the 'Concerns' tab. *Next.*
➢ <u>Filters</u> > Drag across 'Concern Date/Time' from under the 'Concerns' tab and select your date range from the drop-down menu. *Next.*
➢ <u>Choose Chart Type</u> > Build Chart

If you only wish to look at specific locations (eg, you only want to look at your onsite/offsite locations), you can add an extra 'filter' for 'Locations' and select the locations you wish to include in your report

Number of concerns raised by users (this will show you how many concerns have been reported by each member of staff over a specific timeframe)

➢ <u>Base Data</u> > Concerns. *Next*
➢ <u>Grouping</u> > Drag across 'Concern Reported By' from under the 'concerns' tab. *Next*
➢ <u>Filters</u> > Drag across 'Concern Date/Time' and select your date range from the drop-down menu (you can custom your date range here). *Next*
➢ <u>Choose Chart Type</u> > Build Chart

Names of Students with Concerns Raised (this will show you how many concerns have been reported for individual students over your chosen timeframe)

➢ <u>Base Data</u> > Concerns. Next
➢ <u>Grouping</u> > Drag across 'Associated People' from under the 'concerns' tab. *Next.*
➢ <u>Filters</u> > Drag across 'Concern Date/Time' from under the 'concerns' tab and select your date range from the drop-down menu (you can custom your date range here). *Next*

96

➤ <u>Choose Chart Type</u> > Build Chart

Concerns Raised for an individual Pupil - By Category (this will show you what type of concerns are being reported for a specific pupil)

➤ <u>Base Data</u> > Concerns. *Next*
➤ <u>Grouping</u> > Drag across 'Categories' from under the 'Concerns' tab. *Next*
➤ <u>Filter 1 </u>> Drag across 'Associated People' from under the concerns tab, and then type in the pupil's name in the drop-down menu, select the name.
➤ <u>Filter 2</u> > Drag across 'Concern Date/Time' from under the 'Concerns' tab. *Next.*
➤ <u>Choose Chart Type</u> > Build Chart

Profiles by Status (how many profiles are in Active, Inactive, or Archived Status)

➤ <u>Base Data</u> > Profiles. *Next*
➤ <u>Grouping</u> > Drag across 'Profile Status' from under the 'Profiles' tab. *Next*
➤ <u>Filters </u>> No need to add a filter. *Next.*
➤ <u>Choose Chart Type</u> > Build Chart

Referrals made by Agency within a specific timeframe.

➤ <u>Base Data</u> > Referrals. *Next*
➤ <u>Grouping</u> > Drag across 'Agencies' from under the 'Referrals' tab. *Next*
➤ <u>Filters</u> > Drag across 'Referral Date Sent' from under the 'Referrals' tab and select your date range from the drop-down menu. *Next*
➤ <u>Choose Chart Type</u> > Build Chart

Number of Referrals made to a specific agency, and the outcomes within a specific timeframe.
➤ <u>Base Data</u> > Referrals. *Next*
➤ <u>Grouping 1</u> > Drag across 'Agencies' from under the 'Referrals' tab.
➤ <u>Grouping 2</u> > Drag across 'Outcomes' from under the 'Referrals' tab.
➤ <u>Filter 1</u> > Drag across 'Agencies' from under the 'Referrals tab' and select the agency/agencies you wish to include in your report, from the drop-down menu.
➤ <u>Filter 2</u> >Drag across 'Referral Date Sent' from under the 'Referrals' tab and select your date range from the drop-down menu. *Next*
➤ <u>Choose Chart Type</u> > Build Chart

Appendix L - Substantive Changes

Substantive KCSIE Changes September 2023 - September 2024

Document page	Paragraph number	Changes
7	Summary	Added information and links about the new Children and Young People (Jersey) Law 2022 and Working Together in Jersey Principles.
8	About this guidance	In the guidance regarding what other policies should be read alongside the KCSIE document is the link to the new platform for Safeguarding Partnership Board procedures: Safeguarding Partnership Board Procedures These new links have also been changed throughout the document.
8	About this guidance	In order to avoid confusion as to whom the guidance applies to it has been clearly stated that 'School' encompasses (unless stated otherwise) colleges and other all post 16 education providers, including apprenticeships, specialist post 16 institutions and independent training providers, and relates to their responsibilities towards children under the age of 18. 'Children' therefore means 'children and young people' throughout.
14	17	New continuum of need documentation referred to here and throughout the guidance.
28	95	Advice on using 'TED' questions to encourage the child to 'Tell', 'Explain' and 'Describe' the concern
32	118	Added to the guidance about what to do when an allegation is made against a parent is advice to consult the Children and Families Hub: 'If you are in doubt if contacting the parent may put the child at risk the Children and Families Hub should be contacted for advice.'
40	172	Replaced terminology 'Looked after children' to 'Children in Care.'
43	189	Update to where information can be found about Elected Home Education
46	200	Changed the examples of 'Low Level Concern.' And made it explicitly clear, 'The term 'low-level' concern does not mean that it is insignificant.'
51	234	In line with UK KCSIE, reference to 'lesbian, gay, bisexual or transgender' has been re-titles 'lesbian, gay, bisexual or questioning.'

69	Appendix E	Links to Government of Jersey [Online Safety Policy.pdf (gov.je)](...) and language of appendix matches this policy.
90	Appendix K	My concern guidance added as new appendix

March 2023 – September 2023 substantive changes

Substantive changes from March 2023 to September 2023	About the guidance	Page number
Filtering and monitoring	New text added to raise awareness of the existing expectation for relevant staff to understand filtering and monitoring.	Paragraph 10. Page 11
Transfer of Safeguarding and child protection records	Previously stated transfers must happen as soon as possible. Now states, 'within 5 days for an in-year transfer or within the first 5 days of the start of a new term.' The aim is to allow the new school or college to have as much support as possible in place for when the child arrives.	Appendix D: Page 59
Training related to Filtering and Monitoring	New text added to make clear staff training should include understanding roles and responsibilities in relation to filtering and monitoring.	Paragraph 112. Page 30
Safer Recruitment: Online searches for shortlisted candidates	Clarification that it is good practice for schools to inform shortlisted candidates that online searches will be carried out.	Paragraph 130. Page 32
Organisations or individuals using school premises	New relating to procedures for managing allegation when other organisations are using the school premises for activities involving children.	Paragraph 207. Page 41
Cyber Security	Reference to cyber security standards.	Appendix E: Page 62
Missing from education vs. Absent from education	Clarification provided on the difference between children missing education and children absent from education. Recognition one may lead to another.	Appendix F: Page 63

Previous changes: May 2021 - February 2023 – substantive changes

Table of substantive changes from May 2021 to February 2023	About the guidance	Page number
About this guidance Who is the guidance for?	Includes independent education providers. Reiterates college includes any post 16 Education, including apprenticeships, skills, any specialist post 16 training and independent training providers.	6
Part one	The term trustees and 'committee members' has been added to part one	6
Advice on sexual violence and sexual harassment	The UK DfE's advice on sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping children safe in education 2022. As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout the updated guidance	10
Part two	Emphasis has been placed on trustees and committees to complete safeguarding training at induction and regular intervals. Training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective	18
Appendix J	The term 'peer on peer' has been replaced with the term child on child abuse and includes sexual violence and sexual harassment between children. This section includes other forms of child-on-child abuse, for example, prejudiced behaviour, online coercion, exploitation and 'hazing rituals.	10 76 Appendix J
Harmful online challenges	Added paragraph to reinforce the importance of schools and colleges speaking with parents and carers about children's access to online sites when away from school or college.	22
Virtual Headteacher	Added further information on the role of the Virtual School Headteacher	36

Online access	Added paragraph to reinforce the importance of schools and colleges speaking with parents and carers about children's access to online websites	40
Safer Recruitment	Section includes responsibility for all headteachers and managers to maintain a single central record to evidence all the checks that have been completed for individuals.	40
Reference Checks	School to ensure due diligence in checking references and DSB checks.	40/41
Contractors on site	Emphasis on contractors visiting nurseries, schools, colleges, and education settings, must be supervised at all times so as not to come into contact with children. Ideally, works should be arranged to be completed out of school hours – for example school holiday periods.	41
Low Level Concerns	Added information about low level concerns	43
LGBTQ+ pupils	Extends information about schools and colleges to support children and young people who may be LGBTQ+ have a trusted adult who they can be open with.	48
Safeguarding filtering and Monitoring	Additional paragraph regarding monitoring and filter systems, and includes Governors and proprietor's responsibilities.	66

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
V0.3	September 2024	Inclusion Team	New Template and substantive changes

Approval

Presented To	Approval Date
CYPES Ministerial Team	7 October 2024
CYPES Senior Leadership Team	7 October 2024