



SAFEGUARDING AND CHILD PROTECTION POLICY

Last review date: July 2025 (ahead of September 2025)

Latest review date: July 2026 (ahead of September 2026)

Staff responsible: Florence Clayton (Assistant Head Pastoral & DSL) and Henry Marshall (Head and DSL in Mrs Clayton absence)

Governor responsible: Keith Brown (Safeguarding Governor) and Jacky Austin (Deputy Safeguarding Governor)

Chair of Governors: Mark Taylor

If you have concerns about a child or family, please contact one of the people below immediately.

Mrs Florence Clayton - Designated Safeguarding Lead

ffc@stmichaels.je

01534 856904

Mrs Carey Buxton - Deputy Safeguarding Lead

clb@stmichaels.je

Mrs Fiona Green - Deputy Safeguarding Lead

fkq@stmichaels.je



Mr Henry Marshall (Head)

hjm@stmichaels.je

Please note in the absence of Florence Clayton, Mr Henry Marshall will act as DSL.

Mr Keith Brown - Nominated Safeguarding Governor

safeguardinggov@stmichaels.je

If you are not able to get in touch with one of these people, please contact the Children and Family Hub (01534 519000) for advice, or the police (999) in an emergency.

Other:



Dani Perier, Acting Designated Safeguarding Officer (DDSO): 07797954714 / d.perrier@gov.je

Jersey Designated Officer: ido@health.gov.je

Victoria Bisson, Service Manager for Vulnerable Children: 07797740508

Out of hours duty social workers can be reached by contacting either the Police on 01534 612612, or via the Hospital Switchboard on 01534 442000.

States of Jersey Police Public Protection Unit: 612612

DfE dedicated telephone helpline for non-emergency advice for staff and governors:
+44 2073407264

Non emergency advice through DfE: counterextremism@education.gsi.gov.uk

If you would like us to post you a copy of this policy, please contact the office.

Our policies and procedures are closely linked and you should ensure you are familiar with the following St Michael's policies which run alongside this Safeguarding and Child Protection Policy:

- *Missing Child Policy*
- *Equal Opportunities for Pupils Policy*
- *Anti-bullying Policy*
- *Pastoral Care Policy*
- *Supervision Policy*
- *Staff Code of Conduct Policy*
- *New Admissions Policy*
- *PSHE and RSE Policy*
- *Special Educational Needs and Disabilities Policy*
- *Health and Safety Policy*
- *Medical (First Aid) Policy*
- *Intimate Care Policy*
- *Behaviour Policy*
- *ICT Acceptable Use Policy*

You should also ensure that you are aware of the following external policies and other useful documents (all linked). These are referred to in this policy.

- *Keeping Children Safe in Education 2025 (Gov UK)*
- *Keeping Children Safe in Education 2025 (Jersey)*
- *Working Together to Safeguard Children 2018/2022 (DFE)*
- *Child Protection 2016 (Education Department States of Jersey)*
- *Online Safety Policy 2018 (Jersey Education Department)*
- *Self-harm and early intervention in schools 2016 (Jersey Education Department)*
- *Health and Safety 2016 (Jersey Education Department)*
- *Positive Behaviour, Exclusions, & Part-time timetables Policy and Practice 2019 (CYPES)*
- *Police intervention in schools 2016 (States of Jersey)*
- *Dealing with allegations against a member of staff & volunteers 2017 (Jersey Education Department)*



- [Special Educational Needs Policy 2016 \(Jersey Education Department\)](#)
- [Data Protection Law \(Jersey\) 2018](#)
- [Transgender guidance for schools 2017 \(Jersey Education Department\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020](#)
- [What to do if you're worried a child is being abused 2015 \(DFE\)](#)
- [Prevent Duty Guidance: for England and Wales \(July 2015, updated April 2021\)](#)
- [The Prevent Duty: Departmental advice for schools and childminders 2015](#)
- [The use of social media for online radicalisation 2015 \(Gov UK\)](#)
- [Relationships and Sex Education and RSE and Health Education \(DFE, 2025\)](#)
- [SPB Resolving Professional Differences/Escalation and Resolution Pathway \(Jersey, 2020\)](#)
- [The Human Rights Act \(1998\)](#)
- [The Equality Act 2010](#)
- [Safeguarding Children and Young people against Radicalisation and Violent Extremism \(Jersey Safeguarding Partnership Board\)](#)
- [Disqualification Under the Childcare Act 2006 \(September 2018\)](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations 2019 \(UK Council for Internet Safety\)](#)
- [The Children's Act 1989](#)
- [Public Records Law 2002](#)
- [Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings \(Government of Jersey, 2021\)](#)
- [Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#)
- [Meeting digital and technology standards in schools and colleges 2023](#)
- [Data Protection in Schools 2024 \(Department for Education\)](#)
- [Generative AI in Education \(Gov UK 2025\)](#)
- [Working Together to Safeguard Attendance \(Gov 2022, updated August 2024\)](#)
- [Continuum of Children's Needs Guidance \(Jersey, 2024\)](#)
- [Children and Young People Jersey Law 2022](#)

Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links to all 54 articles in the United Nations Convention.



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1. Purpose of the policy

St Michael's is committed to helping children achieve good outcomes by providing a safe learning environment to enable them to access all available services and to achieve the most of their life chances. We understand that safeguarding and promoting the welfare of children is **everyone's** responsibility and that we all have a role to play. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

The purpose of this policy is to provide those working at St Michael's School with the framework they need in order to keep children safe at school. The policy is also available to parents and carers.

Underpinning principles

This policy has been developed in accordance with the statutory guidance [Keeping Children Safe in Education 2025](#) (KCSIE), [Keeping Children Safe in Education 2025 Jersey](#), [Working Together to Safeguard Children](#) (2018) and [The Prevent Duty](#) (2015). This guidance sets out how schools and colleges should work together to safeguard children, including:

- Ensuring vulnerable children get early help before problems escalate and providing more robust interventions, such as child protection where needed
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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.
- Identify and assess child's needs in a timely manner as problems emerge
- Make appropriate referrals where children may be in need of protection or there are child protection concerns and understand the process of making a Children and Family Hub Enquiry
- Sharing information and working in an integrated way to ensure a coordinated response from agencies to support families and meet the child's needs
- Ensuring children are taught strategies to keep themselves safe online
- Understanding that *the welfare of the child is paramount* (The United Nations Convention on the Rights of the Child)
- Maintain an attitude of "*it could happen here*"
- Understanding that children have the right to feel safe and secure.
- Knowing that it is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children and young people
- Understanding that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help includes a child who frequently goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit and/or has a parent or carer in custody or is affected by parental offending.
- All those working with children and young people have a responsibility to promote inter-agency cooperation to promote the welfare of children
- Knowing that this responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils
- Understanding that 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
- Knowing that adults should work and be seen to work in an open and transparent way
- Understanding that the same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity
- Ensuring that adults continually monitor and review their practice and follow the guidance contained in this document

The School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Creating an environment where staff feel supported in their safeguarding role and able to raise their concerns
- Ensuring that staff who work directly with children have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time
- Providing a safe, healthy learning environment that allows them to develop their full potential



- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home and at school
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns. All staff expected to complete safeguarding courses as predetermined by the Head
- Teaching children to keep themselves safe and ensuring they know who to approach for help
- Promoting partnership by working with parents/carers and professionals

The school will comply with [The Human Rights Act 1998](#) setting out the fundamental rights and freedoms that everyone in the United Kingdom is entitled to. It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights, specifically:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Article 2: protects the right to education

The school will comply with the [The Discrimination Law Jersey 2013](#) by ensuring that pupils are not unlawfully discriminated against because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).



2. Child Protection Procedures

All staff employed at St Michael's have a responsibility to familiarise themselves with:

- This policy (Safeguarding and Child Protection Policy)
- Part 1 and Annex B of Keeping Children Safe in Education (2025) - [KCSIE](#)
- Part 1 of Keeping Children Safe in Education Jersey (2025)
- St Michael's Behaviour Policy
- St Michael's Staff Code of Conduct - Staff Handbook
- St Michael's Missing Child Policy
- [The Prevent Duty 2015](#)

Dealing with disclosures:

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

All staff are reminded that 'children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.' [KCSIE](#)

Consultation

Any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead (DSL) (Mrs Florence Clayton), the Deputy Safeguarding Leads (DDSLs) (Mrs Carey Buxton, Mrs Fiona Green), the Head, or their deputy in their absence (Senior Deputy Head or Academic Assistant Head), who will advise or take responsibility for what action should be taken. During Mrs Florence Clayton's absence, Mr Henry Marshall will act as DSL. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of children can be taken. If in doubt contact the Children and Family Hub Co-ordinator for further guidance and support.

Recognition:

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

1. Listen to what is said without displaying shock or disbelief and accept what the child is saying.
2. Reassure the child that what has happened is not their fault and they were right to tell someone.
3. Do not ask direct questions. Do allow the child to tell their story.
4. Do not criticise the person alleged to have caused harm.
5. Explain what will happen next and who has to be told about the incident.
6. Reassure the child, but explain that it may not be possible to maintain confidentiality,



because you have to keep them safe.

7. Depending on the age of the child and your professional judgement you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to The Children and Family Hub.
8. Parents will normally be informed and consent obtained for a Children and Family Hub Enquiry. The exception is ***where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation.***
9. Ensure that you complete a written record of what has been disclosed and any actions taken, recording the date, location, time and the names of any witnesses that may have been present when the disclosure was made. This record should be completed on My Concern (see Appendix). If you are not able to access the My Concern, please fill out a Concern form which is available in the Staff Room and at the Main Office. Physical marks and/or injuries should be recorded with sufficient detail using a body map. Staff should not examine the learner; only record what they can see. Photographs should NOT be taken by staff. Taking photos of injuries can be traumatic and distressing for learners and staff.
10. This record should be given to the DSL and included in the Children and Family Hub Enquiry form. A copy of this record (if not initially logged on My Concern) and the Children and Family Hub form should be kept safely on the child's school record.

There should be careful management and handling of reports that include an online element and staff should be aware of [searching screening and confiscation](#) (for schools) and UKCIS [Sharing nudes and semi-nudes: advice](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Following a report of concerns the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the Children and Families Hub and the police if it is appropriate. A Child Protection file would then be started on the child and kept centrally.
2. Try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the Children and Families Hub. However, this should only be done if it will not place the child at increased risk or could impact a police investigation. The child's views should also be considered.
3. Contact the Children and Families Hub if there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify Children and Families Hub of the occurrence and what action has been taken.
4. Phone the Children and Families Hub to discuss concerns if the DSL feels unsure about whether a referral is necessary.
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider Early Help.
6. When a pupil needs urgent medical attention and there is suspicion of abuse, the DSL or their Deputy should take the child to the accident and emergency unit at the



nearest hospital, having first notified the Children and Families Hub. The DSL should seek advice about what action the Children and Families Hub will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL about what has happened following a report being made. If they do not receive this information, they should seek it out. Ensure the incident is recorded.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Whilst the main responsibility for making decisions about referrals lies with the school's DSL, it is important to understand that anyone can make a referral, if necessary, [KCSIE](#) notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse, neglect and exploitation, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Please see flow chart in Appendix 3 on what to do if you have concerns about a child.

If, after a Children and Family Hub referral, 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 can be done using the [SPB Resolving Professional Differences/Escalation and Resolution Pathway. Jersey 2020](#).

Attendance at case conferences and core groups:

- The DSL will liaise with the MAST (Multi-Agency Support Teams) and/or relevant staff to ensure that all relevant information held by St Michael's is provided to Children's Services during the course of any child protection investigation
- The Head or DSL will ensure that St Michael's is represented at Child Protection Case Conferences and Core Group Meetings
- Where possible, a member of staff who knows the child best, such as the class teacher or Head of Department will be nominated to attend
- Failing that, the DSL, or their deputies will attend
- If a school representative is unable to attend, the DSL, will ensure that a report is made available to the conference or meeting
- Those attending Child Protection Conferences or Core Group Meetings should have received training in this area



Monitoring:

Where a pupil is the subject of a Child Protection Plan and St Michael's has been asked to monitor their attendance and welfare as part of this plan:

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

Recording and storing information:

- The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- If in doubt about recording requirements, staff should discuss this with the DSL.

The following should be recorded:

1. What action was taken to refer to concerns or manage risk within the school
2. Whether any follow-up action was taken; how and why decisions were made
3. Any incidents, disclosures or signs of neglect, abuse or exploitation should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
4. When a child who is subject to a protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school
5. Child protection records will only be kept until the child reaches 25 years old, at which point they will be destroyed, confidentially and securely. This length of retention and disposal complies with both the [Data Protection Law 2018](#) and the [Public Records Law 2002](#)
6. The DSL is responsible for keeping central records of child protection and welfare concerns which should be recorded

The DSL will ensure that Child Protection files are accessed by those who need to see it and a log of who has had access to these files will be kept.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. When children leave the school or college (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and special educational needs co-ordinators (SENCOs) or the named person who oversees SEND in colleges, are aware as required.



Confidentiality and information sharing:

All information obtained by the school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent. 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 the School needs to make a professional judgement in circumstances where children are at risk from harm, or likely to be. Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services (HSS), Police, School Nurses, Health Visitors in line with the [The Jersey Data Protection Law 2018](#).

Where a child is at risk of suffering significant harm, St Michael's has a duty to share this information with Children's Services, Police and other agencies and make appropriate referrals. Equally, where a child is subject to a child protection investigation, St Michael's must share any information about the child requested by the Social Worker.

Parental consent to make a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, School will consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Sharing information about child protection disclosures or concerns may also interfere with a criminal investigation or cause undue delay in taking action to protect the child. Only relevant information should be disclosed to those professionals who 'need to know', always adhering to [The Jersey Data Protection 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.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL, DSO or seek advice from the Children and Family Hub Decision-maker or the State's Education Department Head of Governance.

Collection of children from school:

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

- The school should be notified of who will normally collect the EYFS, Pre-Prep and Junior children from school when they join
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child



- Parents should also be asked to inform the school where children are subject to court orders that limit contact with a named individual

In the event that anyone who is not authorised to do so attempts to collect the child, the school should not allow the child to leave and contact the parent immediately.

St Michael's also has a procedure in place to deal with situations where a child is not collected at the end of the school day:

- St Michael's will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them
- Children will not be released into the care of another parent even where they offer to take the child home
- School will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so
- Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then the Head or DSL should be informed for follow up

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

- **Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority**
- St Michael's obligation is for the education and welfare of the child. The school will be guided by the Jersey Family Court Advisory Service (JFCAS).
- Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. St Michael's staff will avoid becoming involved in custody disputes.
- If either parent or their respective lawyers request a member of staff either to write a statement or to appear in court on their behalf, they should seek advice from the Head. It would not be appropriate to become involved in custody disputes.
- If the Head becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child. However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and St Michael's will not be drawn into custody or divorce disputes, which are beyond our remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.
- In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head.
- The DSO (at Education) can be contacted and will attend the meeting with parents and the Head, if requested. If no resolution can be reached, the parents should be directed to seek legal advice. If the Head does make the judgement that a parent is not in an appropriate condition to collect the child, then they can refuse to do so. However, this



would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from The Children and Family Hub or the States of Jersey Police, Public Protection Unit (PPU).

- In the event that the Head or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought.
- Where the Head or school staff have grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

Attendance and admissions:

Monitoring admissions and attendance is a crucial part of Safeguarding. Registers are taken every morning and afternoon by form teachers and any unexplained absence is immediately investigated by our admin team, by contacting parents and emergency contact numbers.

Each pupil's profile includes:

- their name in full
- their birth sex
- the name and address of each parent with a note on whether parents hold parental responsibility
- address information
- at least two emergency contacts
- birth date
- admission or readmission date
- name and address of previous schools attended

Absences should be authorised by way of written or verbal communication with the parent. The appropriate code should be entered into the register and a reason for absence entered into the school's electronic database. In the event of any absences school should make first day contact with parents and make every effort to ascertain the reason for any absences/lateness, where parents have not made contact. The DSL and Head should be contacted immediately if we have no record of reason for absence and if we cannot get in touch with parents. If a parent believes that a child is in school but they are not here for registration, the DSL and Head should be contacted immediately.

St Michael's will let CYPES know if we are not able to gain confirmation that the pupil has started at a new school, whether this be in Jersey, the UK or elsewhere.

St Michael's will look at making a Children and Family Hub referral if a child does not attend school regularly or is absent without leave for more than 10 school days (continuous).

Please see our Admissions Policy, our Attendance Policy and our Missing Child Policy for more details.

Physical intervention and restraint:

- Physical intervention and restraint will only be used as a last resort after other strategies have been employed



- 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
- Staff who are likely to need to use physical intervention will be appropriately trained
- Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures

Allegations against staff:

There are a number of sources from which a concern or an allegation might arise including those from:

- a child/young person
- a parent or other adult
- a member of the public
- a colleague
- a social worker
- a disciplinary investigation

The person to whom the allegation is first reported should treat the matter seriously and keep an open mind (the belief that it could happen here). They should not:

- instigate an investigation
- make assumptions or offer alternative explanations
- promise confidentiality
- give assurances that the information will only be shared on a 'need to know' basis

Keeping Children Safe in Education part 4 is now in 2 sections. Jersey's [Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings 2021](#) is used throughout this next section.

Allegations which meet the threshold of being investigated by the DSO

Section 1 deals with allegations against staff which meets the threshold of being investigated by the DSO. This procedure must be used in all cases in which it is alleged a member of staff, supply staff or volunteer in a school, or another adult who works with children has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff, supply staff or volunteer to the Head immediately.
- Where there are concerns about the Head, allegations should be reported directly to the



Jersey Designated Officer (JDO) and the Designated Safeguarding Officer (DSO) for Education, alongside the DSL. Please see key contact details at the top of this policy.

Actions for the Head:

- The Head should not investigate or interview the member of staff, child or any potential witnesses at this stage.
- If a child, or children, are at immediate risk of harm, the Head should take immediate necessary steps to mitigate risks. In some cases, the police may need to be notified as soon as the allegation is made. The Children and Family Hub should be notified that a referral will be submitted with all relevant information and the actions taken by school. In these cases, the parents/carers of the child should be contacted and informed of the allegation and that a referral is going to be made.
- The DSO for the Education Directorate/CYPES should be informed as soon as possible and will provide advice and will email the Head the **Allegations Record** templated, which is used for the initial gathering of facts. If the DSO is unavailable, the process should not be unnecessarily delayed, so the Head should contact the Service Manager for Vulnerable Children.
- The Head will discuss the allegations with the DSO. Should the DSO consider the allegation to be one of professional conduct, rather than a child protection or safeguarding issue, the Head may be advised to discuss the allegation with a Senior Manager for the People Consultancy Services who will advise the Head on what actions to take.
- Should the allegation suggest a child has been harmed, or there is risk of immediate harm to the child, the DSO will request that a referral to the Children and Family Hub is submitted, alongside a telephone call to MASH to inform them that a referral regarding an allegation is being made.
- In any case with reference to the above, the DSO will consult with the JDO to share information and a decision will be made as to whether a JDO strategy meeting is required.

Where an allegation is made against a member of supply staff, the Head will immediately contact both the agency concerned and then follow usual procedures. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

If the allegation is received whilst off Island on a school trip and requires immediate action, initial contact should be made with the Head who should ensure that the same procedures are followed, but the DSO may liaise with any local authorities as needed. The Head may need to speak to the named safeguarding and child protection officer on the trip.

All information relating to the allegation must be recorded and include the date and time the allegation was reported, and by whom; the date, time and location of the "incident", and the names of any potential witnesses. All information should be recorded on the Allegation Record, which will be provided by the DSO and should be returned to the DSO as soon as possible once completed. This record will remain a working document until the completion of investigations and provide a chronology of all actions taken, agreed and formal outcomes and any recommendations. All records relating to an allegation must be stored securely and confidentially.

The Head should seek advice on how and when to inform the parent/carer and/or child. The Head should also keep parents/carers updated throughout the investigation. Parents should be made aware of the requirements to maintain confidentiality about any allegations whilst investigations



are ongoing.

In cases of dismissal, the Disclosure and Barring Service must be informed. The Head should contact the JDO or the Education DSO for further guidance around this.

Low level concerns

Section 2 of part 4 of Keeping Children Safe in Education deals with low level concerns. These will not be treated as insignificant but will require a report to the Head and/ or DSL or the DSO. If the low level concern is reported to the DSL, then the DSL will inform the Head in a timely fashion according to the nature of the concern who will make the ultimate decision on how to respond. Staff should report Low Level Concerns through the use of the Confide feature on My Concern.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

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

- being over friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language

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 may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

The next steps will depend on the nature and circumstances of the allegation and what evidence has already been established. Possible next steps may include:

- Formal debrief between the member of staff and the Head (and others as appropriate) to consider lessons learnt, approaches to the same situation in the future and professional advice given
- Disciplinary investigation, which may lead to disciplinary action

If a concern is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to the Children and Family Hub may be appropriate.

If a concern is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

St Michael's will ensure that we act to manage and minimise the likely stress these processes may cause to the member of staff. Support for the member of staff is essential.

Appendix 2 also outlines the quick reference flowchart for allegations against staff in schools.



Whistleblowing

The school is committed to the highest standards of:

- Openness and inclusiveness
- Accountability
- Integrity

Whistleblowing is where a member of staff raises a concern about an activity or inactivity within the School that relates to the welfare or well-being of children and staff. All members of staff and volunteers may raise a concern. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

- Whistleblowers are protected by law from being treated unfairly or losing their jobs because they 'blow the whistle'
- Whistleblowers must hold a reasonable belief that the concern they are raising is in the public interest
- The school's governing body will provide all reasonable protection for those who raise concerns made in the public interest
- The school's governing body will be responsible for ensuring that appropriate personal support is offered both to a worker raising a concern and to any worker against whom allegations have been made under this procedure
- If a member of staff's concern is not confirmed by the investigation, no action will be taken against them. If, however, it is determined through an investigation that a member of staff made an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against them

Whistleblowing anonymously or confidentially

- Concerns can be raised anonymously, but the school or person receiving the allegation may not be able to take it further if they haven't been provided with all the information they need
- Whistleblowers can give their name but request confidentiality and in these circumstances, every effort will be made to protect their identity
- All disclosures made under this procedure will be treated sensitively, consistently and fairly

How to raise a concern - Low level concerns

- It is hoped that in most cases a member of staff will feel able to raise any concerns internally with the Head, speaking to them in person, and/or putting it in writing, through the Confide feature in My Concern. They may be able to agree on a way of resolving a concern quickly.
- Where the concern relates to the Head, the member of staff should raise the concern with the Chair of Governors
- The Head (or Chair of Governors) will meet with the member of staff as soon as practicable to discuss their concern. Recording sufficient details to enable the matter to be thoroughly investigated. As a minimum, they will record the name of the member of staff, but also indicate whether the individual wishes his or her identity to remain confidential and the nature of the concern
- It may not always be possible to maintain confidentiality and the Head (or Chair of



Governors) should explain this to the member of staff. In such instances, the member of staff will have the choice of either withdrawing or agreeing to his/her identity becoming known to enable the concern to be effectively dealt with.

- The member of staff may bring a colleague or trade union representative to any meetings under this policy. The confidentiality of the disclosure and any subsequent investigation must be respected.
- The Head (or Chair of Governors) will take notes and produce a written summary of the concern raised and provide the member of staff with a copy as soon as practicable after the meeting, along with an indication of how they propose to deal with the matter, where possible.

Concerns related to Governors or the Head

- If a concern against a Governor is received, then this will be treated in the same way as any other concern. It will receive the same serious consideration. Such a concern would normally be raised with the Chair of Governors. Where the concern relates to the Chair of Governors, it should be taken via the DSO.
- Whistle-blowing regarding the Head should be made to the Chair of Governors whose contact details are readily available to staff.
- If the concerns are in relation to the welfare of a child or children, the DSO should be contacted directly (please see above regarding "allegations against staff").

Investigating a disclosure

- Once a member of staff has raised a concern, the Head (or Chair of Governors) will carry out, within 10 working days, an initial assessment to determine the scope of any investigation. The member of staff will be informed of the outcome of this assessment. The member of staff raising the concern may be required to attend additional meetings in order to provide further information.
- If it is concluded that a member of staff has made false allegations maliciously, in bad faith or with a view to personal gain, they will be subject to disciplinary action under the school's disciplinary policy and procedure.
- The Head will report to governors the outcome of whistleblowing investigations, anonymising the detail but confirming the outcome and any school actions arising from the investigation.

Members of staff who believe that the matter has not been taken seriously or is being covered up may choose to report the concern to the DSO or the Children and Family Hub. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Risk assessments:

For hazardous activities that may pose specific risks, risk assessments are carried out in accordance with the school's Health & Safety policy and reviewed as required. Pupils who are at risk of harm in school may also have a risk assessment regarding their safety.

Please see our Health and Safety policy for more information.

Digital Safeguarding (E-Safety) and Filtering and Monitoring:

School has a duty of care under the law to assess and prevent possible harm to children. The field of digital safeguarding, also known as e-safety, is constantly evolving with the pace of



technological change. The school needs to manage the attendant risks actively and in a timely manner in order to achieve effective digital safeguarding. The breadth of issues classified within online safety can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- Contact: Being subject to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct: Online behaviour that increases the likelihood of, or causes, harm; for example: making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- Commerce: Risks such as online gambling, inappropriate advertising, phishing and or financial scams.

In order to safeguarding children from potentially harmful and inappropriate online material, we ensure:

- Everyone must be aware of the ICT Acceptable Use Policy
- The LightSpeed Alert service which we use, is a critical component of our online safety plan at St Michael's. The system is used for both filtering and monitoring. It detects harmful content on pupils' school devices and sends email alerts to key members of staff (the IT manager and the DSL). The system also has human safeguarding officers who review the highest danger alerts 24/7 and raise critical concerns to us. The system is also able to block key websites or searches for pupils.
- If we receive an alert which the DSL feels constitutes a potential safeguarding concern, the DSL or Deputy DSLs will find the pupil and talk to them about the alert. If, following this conversation, the DSL or Deputy DSLs still believe there is a safeguarding risk, we will follow our usual in school procedures.
- The IT manager and DSL meet half termly usually at the end of the year to review our filtering and monitoring provision.
- Only school owned and permitted devices will be used. Pupils are not allowed mobile phones on site (except for permitted devices for medical reasons)
- Pupils have chromebooks which they use in lessons. These chromebooks are connected to our school network and connect with our LightSpeed Alert service, both in and outside of school
- School keeps in regular contact with parents and carers about remote education in order to reinforce the importance of children being safe online
- Staff should use school email accounts and devices rather than personal ones
- Staff should always consult the list of pupils who do not have permission for photos to be taken of them, or posted online, before asking for photos to be posted to the school's social media accounts
- An E-Safety week is held by the school yearly in order to reduce the risks and build resilience, including radicalisation, with particular regard to the safe use of electronic equipment and the internet
- Our filtering and monitoring system covers Artificial Intelligence generators and the DSL and IT team continue to monitor this closely



Use of Generative AI

The rise of generative AI tools (such as ChatGPT, image generators, and other large language models) presents both opportunities and risks in educational settings. While such tools can enhance learning, communication, and creativity, they must be used responsibly to safeguard children and uphold the principles of data protection and online safety. Staff must not share any personal data, images, or identifying information about pupils or staff with generative AI platforms. Pupils should be taught about the ethical use of AI, including potential risks such as exposure to inappropriate content, misinformation, and the importance of critical evaluation. Any use of AI tools in the classroom must be age-appropriate, supervised by staff, and aligned with the school's e-safety, data protection, and safeguarding policies. Concerns arising from a pupil's use of generative AI - whether inside or outside school - should be treated as a safeguarding matter where appropriate.

Please refer to [The DoE new filtering and monitoring standards](#) for more information.

Additional Early Years procedures:

- Children in Early Years will always be supervised when accessing the internet. The same filters are applied (LightSpeed Alert)
- Staff will role model safe behaviour and privacy awareness. The pupils will be spoken to about safe use
- Staff will make use of home visits to gain the context of the child in relation to technology.
- Only EYFS owned devices will be used to take photographs or videos of the children
- Staff enable electronic locks on the iPads when pupils are using apps to ensure that they can only use the app required and not access other apps, or the internet
- Staff should not give out their personal contact details to pupils, parents or carers. Professional communication should always be through a work provided email or a setting-provided digital platform or phone number
- If staff are concerned about something they see on social media, they should report it to the DSL
- Staff should not have their own mobile phones in the EYFS setting.

Additional information can be found at [Safeguarding children and protecting professionals in early years settings: online safety considerations](#).

Mrs Fiona Green is the practitioner designated to take lead responsibility for safeguarding children in the EYFS setting at St Michael's.

Visitors

All visitors to the school are required to sign in and out at the main office. Red lanyards will be worn by visitors if they are not DBS checked and this means that they should be supervised by the member of staff they are visiting at all times. If a visitor is DBS checked (e.g. from an agency within the States of Jersey), they will wear a blue lanyard. Staff should immediately challenge anyone with a red lanyard if they are unsupervised. Similarly, they should immediately challenge any visitors who are not wearing a lanyard and accompany them to the main office.

One-to-one teaching

Peripatetic teachers attend school daily to deliver 1-2-1 music provision for our pupils. These



members of staff have an Enhanced and Barred DBS check and have Safeguarding and Child Protection training once every two years. They all meet with the DSL to ensure that they are aware of school procedures and who to report concerns to.

Safer Recruitment:

St. Michael's is committed to safeguarding and promoting the welfare of children and young people. The school will follow best practice guidelines to enable the recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid in the school, but helps to deter, reject or identify people who are unsuitable. The recruitment process will set out all the steps required and describe the vetting and pre-employment checks required. All staff and Governors have an Enhanced and Barred DBS on file.

The following statement will, where possible, be included on the school website, recruitment websites, advertisements, job descriptions, candidate information packs etc.

St Michael's is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Step 1 - DETER

Advert

The advert will include:

- St Michael's commitment to safeguarding and promoting the welfare of children and make it clear that safeguarding checks will be undertaken. Please refer to our Safeguarding and Child Policy available on our website.
- A statement for regulated activity roles that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children
- The safeguarding responsibilities of the post as per the job description and person specification
- A person specification and job description

Application form

Our application forms will contain the following:

- a section that allows us to fully identify the individual concerned. The job application form will ask for any name changes (previous names).
- a full employment history, including any reasons for gaps in employment
- qualifications obtained with dates and awarding bodies
- a section that asks applicants to state how they meet the criteria from the person specification (with examples)



- the names and contact details of at least two referees (and a statement to the effect that referees will be asked about whether the applicant has been the subject of any safeguarding concerns). At least one referee should be the Head from their current or most recent school (if applicable). The job application form should say when references will be collected. If professional references cannot be obtained, two character references will be collected for every professional reference.
- A CV on its own will not be accepted. The CV be accompanied by an application form.

Step 2 - REJECT

Looking through the applications

- The panel will go through the application forms and compare this to the job specification
- They will note down any gaps or inconsistencies that concern them
- They will consider carrying out an online search as part of due diligence on short-listed applicants
- We will consider carrying out online searches on shortlisted applicants

Interview

- For face-to-face and video interviews, St Michael's will ensure there are a minimum of two people conducting the interview, one of which will be a member of SMT.
- The panel will discuss the structure of the interview beforehand and agree who is going to ask what types of questions.
- Before the interview, the panel will compile a list of core interview questions and make a note of any extra questions that have come about as a result of what they have said on their application form or what the referees have said.
- The panel will document all the answers each candidate gives and keep them for reference for when they discuss all of the candidates after the interviews are completed.
- It is considered good practice to use other selection techniques, in addition to interviewing; for example, written exercises, putting them into a group so that St Michael's can see how candidates interact in a team scenario, presentation, role play or carefully supervised activity with children
- When an applicant arrives for interview, their identity will be checked and a copy of their passport or driving licence will be taken
- We will also ask applicants to sign their application form if received electronically

Addressing selection concerns

During the interview or other selection activities, the panel may hear candidates say things that give them cause for concern. These areas need to be explored in more detail with the candidate. For example, a candidate may:



- demonstrate a lack of understanding of children's or young people's needs or capabilities
- have little or no knowledge about children's developmental stages
- fail to satisfy you about any gaps or inconsistencies on their application form
- use inappropriate language when talking about or to children or young people
- be unclear, imprecise or ambiguous when talking about their past experience
- want the role to meet their own needs rather than the needs of children or young people
- show a lack of understanding about the role itself
- imply that safeguarding is a procedural necessity (a tick box exercise) rather than demonstrate a personal commitment to the safety of children and young people
- exhibit an inability to work as part of a team.

Reference request

- Two written references must be taken. One must be from the person's most recent employer. The reference should be from the Head or a member of the Senior Leadership Team, or by a Senior person. If not currently working with children we will secure a reference from the relevant employer from the last time the applicant worked with children
- Where a candidate is not currently employed, verification of their most recent employment and reasons for leaving should be obtained.
- When St Michael's asks for a reference from another employer, they will always enclose a copy of the job description.
- St Michael's will always ask for the referee's opinion on their suitability to work with children and young people.
- Referee identities and contact details should be checked using professional directories/sources. Referees should be contacted directly, using business telephone numbers or business email addresses where possible. Where electronic references are received employers should ensure they originate from a legitimate source.
- We will not allow applicants to obtain their own references
- We will not accept open references eg. "To whom it may concern"
- Ensure any concerns regarding references are resolved prior to appointment being confirmed.

Medical fitness

St Michael's have statutory responsibility to verify a candidate's medical fitness to satisfy the School that individuals have the appropriate level of physical and mental fitness before an appointment offer is confirmed.

Verifications

- Photographic evidence (with address details) to prove they are who they say they are and take a photocopy for your file.



- Documentation that proves they are eligible to work in Jersey. If a person has lived outside of Jersey or the UK, we may make further checks we consider appropriate
- Originals of their qualification certificates that also show awarding bodies.
- A completed disclosure of criminal convictions form.

Step 3 - PREVENT

DBS checks

All members of staff should have an Enhanced and Barred list DBS check prior to them starting work.

Section 128

The School must check that anyone who is taking up a management position is not subject to Section 128, direction made by the Secretary of State. This will include Governors.

TRA

The School will also check the TRA employer access service for any restrictions and barred lists.

Single Central Record

It is a statutory duty for St Michael's to maintain a single central record so that there is evidence to demonstrate to inspectors that they have carried out the range of checks required by law. The single central record (SCR), as a minimum must have the following information:

- an identity check
- a barred list check
- an enhanced DBS number
- a prohibition from teaching check
- a professional qualification check
- a check to establish the person's right to work in the Jersey/UK
- further checks on people who have lived or worked outside of the UK.

St Michael's may also include:

- risk assessment check (where applicable)
- medical checks
- reference check
- training
- Confirmation that members of staff have read and understood Keeping Children Safe in Education and the Safeguarding and Child Protection Policy.

Staff not in regulated activity

- Staff not in "regulated activity" (working directly with children), will also have DBS enhanced checks.



Visiting speakers

- Visiting speakers will be supervised at all times by a member of staff, but school will also take action to ensure that they are suitable, by meeting with them beforehand to discuss the age appropriateness of what is going to be delivered. We may also run internet checks and confirmation from employers.
- The visiting speakers' ID will always be checked.

Volunteers

- If volunteers are supervised, this is considered "unregulated activity".
- If volunteers are unsupervised, an enhanced DBS check with barred list information will be conducted, as well as other potential checks.
- The volunteers ID will always be checked.
- If we have a regular volunteer attending school, the Regular Volunteer Registration Form (Appendix 4) will be completed and added to the Single Central Register.
- Volunteers will be asked to read our Safeguarding "Quick Guide" (see Appendix 4), upon arrival to the school building.

Visiting professionals

- Individuals working at the school but employed by third parties should have been checked by their employing organisations and a DBS check is not necessary. However, St Michael's will obtain written confirmation that a DBS and any other appropriate checks have been performed. We will check the identity of the individual on arrival.
- Regular visiting professionals attending school will be asked to complete the Regular External Provider Registration Form (Appendix 4). These details will be added to the Single Central Register.
- Visiting Professionals will be asked to read our Safeguarding "Quick Guide" (see Appendix 5), upon arrival to the school building.

Employees of contractors

- Employees of contractors who are working at the school on a long-term basis will have an appropriate DBS check, an identity check on arrival and written confirmation supplied by the employing organisation.
- Where the employees of shorter term contractors such as builders, will have access to areas where unsupervised contact with children is possible, St Michael's will request written confirmation from the company that the required DBS checks have been undertaken. We will also check ID on arrival.

Self-employed contractors

- Self-employed contractors will usually be checked by their professional associations (as you can't check your own DBS account). If it cannot be confirmed in writing that the person has been checked by other organisations, the school will consider obtaining the DBS check themselves.
- If the person is in regulated activity, St Michael's will treat self-employed workers as staff, rather than as a contractor, for the purposes of vetting checks. For regular self-employed workers at the school, we will encourage them to join the DBS update service.

Supervision of contractors

- Unchecked contractors will not be left unsupervised in school when children are on the premises.



Governors

Governors in maintained schools are required to have an enhanced DBS check.

The Curriculum

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, mental-health, sex and relationship education, online safety, extremism, radicalisation and bullying. Relevant issues will also be addressed through other areas of the curriculum, such as carpet time, English, History and Drama. The school will also ensure that children are, where possible, made aware of their rights under the United Nations Conventions on the Rights of the Child through planned lessons and assemblies. Pupils will be taught about "how to keep themselves and others safe" ([KCSIE](#)). The school also runs specific weeks throughout the year which focus on specific safeguarding areas, such as online safety, anti-bullying, well-being and mental health and relationships.

We understand that preventative education is crucial and we prepare pupils for life in the modern world. We have a zero tolerance approach and ensure that every claim of harassment or discrimination is taken seriously, with a goal to deter and eliminate undesirable conduct. This is outlined further in our behaviour policy and our pastoral support system. We have regularly timetabled PSHE lessons through the Jigsaw programme, which is fully inclusive and planned for the appropriate age and stage of the pupils in each year group.

Confidentiality

All staff in school should always be aware of the limits of the confidentiality they can offer young people and discuss any concern about child protection with the school's DSL, or Head.

Use of school for non-school activities

The school may hire out or rent St Michael's facilities and premises to organisations or individuals. When this is with our current school staff, our usual safeguarding and child protection procedures as set out in this policy will apply. However, where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. This applies whether or not the children attend St Michael's as pupils. The governing body also ensure safeguarding requirements are included in any transfer of control agreement (ie lease of hire), as a condition of use and occupation on the premises; and that failure to comply with these would lead to termination of the agreement.

3. Roles and responsibilities



The School will safeguard and promote the welfare of pupils by:

- Working in partnership with parents/carers in the best interests of children and young people
- Working in partnership with Children's Services and other agencies in a cooperative and integrated way to provide services and reduce risk of harm for children
- Supporting those children and families who are in need of protection
- Managing allegations against members of staff and volunteers
- Ensuring safeguarding and child protection policies are regularly monitored, reviewed and updated where necessary.
- Reviewing related school policies around pupil welfare, such as attendance, behaviour and bullying are in place to support the wider safeguarding of pupils.
- Annually reviewing knowledge about safeguarding policies and procedures for those working at the school.
- Ensuring school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers.
- Monitoring all staff training/update training with regard to safeguarding and child protection at least every 2 years (yearly in the Nursery Provision).
- Ensuring that all staff are regularly trained at a level appropriate to their responsibilities and are required to undertake online safeguarding training, or face to face training, at least once a year.
- Ensuring that the DSL training is at a higher level and involves inter agency working and that this training is undertaken at least every two years.
- Taking action where any weaknesses or gaps in child protection, or safeguarding policy and practice are identified within the school.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities.
- Ensuring all those working at the school are made aware of the Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities.
- Ensuring that all those working at the school have an up to date DBS check. Under no circumstances should a member of staff or volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Risk assessments will be written in these cases and people will be supervised at all times.
- Ensuring other organisations or individuals using the school premises to provide extended, voluntary or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

Working with parents and carers

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

The School will:

1. Ensure parents are aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on to other (safeguarding or welfare) organisations, where necessary e.g. The Children and Family Hub.
2. Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.



3. In general, we will discuss any Child Protection concerns with parents/carers before making a referral to any other agencies and will seek their consent to make a referral. Appropriate staff will approach parents/carers after consultation with the DSL. However, there may be occasions when the school will contact another agency before informing parents/carers. This will only happen when contacting parents/carers may increase the risk of significant harm to the child.
4. Parents/carers will be informed about our Safeguarding Policy through the school website.
5. The school will seek to have a minimum of 2 emergency contact numbers for parents to ensure that we are able to make contact with home urgently.

Responsibilities of the Governing Body

The Governing Body will:

1. Have regard to the most up to date KCSIE guidance and ensure that all policies, procedures and training at St Michael's are effective and comply with the law at all times.
2. Be aware of their obligations under the [The Human Rights Act 1998](#), [The Equality Act](#) and our local multi-agency safeguarding arrangements.
3. Nominate a governor responsible for safeguarding.
4. Ensure that the school's policy and safeguarding procedures are reviewed by the governing body at least annually.
5. Ensure that the governing body nominates a member (usually the Chair) to be responsible for liaising with the Education Department in the event of allegations of abuse being made against the Head.
6. The school has procedures for dealing with allegations of abuse by staff (including supply staff and the Head), contractors, volunteers against children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.
7. Facilitate a whole school approach to safeguarding
8. Ensure that all governors receive appropriate safeguarding training at induction at regular intervals.
9. Ensure that the school has appropriate internet filters and monitoring systems in place and regularly review their effectiveness. They should also ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and that they can manage them effectively and know how to escalate concerns when identified.
10. Ensure that all governors have Enhanced DBS checks.
11. Ensure that any weaknesses in safeguarding are remedied immediately.

Responsibilities of the Head

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

- Ensure all staff are fully aware of the school's safeguarding and child protection policies and that these policies are fully implemented.
- Ensure all staff have a good understanding of their role in the identification and sharing of safeguarding concerns with the DSL or Head.
- Ensuring that the school has a senior 'Designated Safeguarding Lead' to take on lead responsibility for child protection issues and an identifiable deputy.
- Ensure the DSL is given sufficient time and resources to carry out their responsibilities.



- 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.
- Ensure safer recruitment practice is followed whenever recruiting to posts and that all staff hold an up to date DBS.
- Ensure that all volunteers have relevant risk assessments for working with young people.
- Ensure the school offers a safe and transparent environment for staff and pupils to raise concerns about poor or unsafe behaviours or practice.
- Ensure appropriate action is taken when an allegation is made against a member of staff, following the Managing Allegations Against Adults or Volunteers and the CYPES Designated Safeguarding Officer or the Head of Inclusion are contacted and informed as soon as possible.
- The school's safeguarding policies are reviewed at least annually.
- Safer recruitment practice is followed whenever recruiting to posts, paid or unpaid including volunteers.
- The school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice.
- The Head will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Responsibility of the Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) is Mrs Florence Clayton. She has lead responsibility, management, oversight and accountability for Child Protection in school. In Mrs Florence Clayton's absence, Mr Henry Marshall (Head) will act as DSL.

- When the School has concerns about a pupil, the DSL will decide what steps should be taken and should advise the Head, where appropriate.
- Child Protection information will be dealt with in a confidential manner. Staff will only be informed of relevant details if the DSL feels their having knowledge of the situation will improve their ability to deal with an individual child and/or family.
- Child Protection records will be stored securely in a central place. Access to these records by staff (other than the DSL) will be restricted and a written record will be kept of who has access to them and when. Parents will be kept updated.
- The DSL will not disclose to a parent any information held on a child if this will put the child at risk of significant harm.
- The DSL will liaise with the Children & Family Hub and other external agencies as needed
- The DSL will report concerns that a child may be at risk of radicalisation or involvement in terrorism following the Prevent referral process, If the matter is urgent, the Police should be contacted immediately.
- Follow DfE a [KCSIE](#) guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and knowledge and skills refreshed at regular intervals, but at least annually.
- Keep detailed, accurate records (either written or using appropriate secure online



software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken. Records also require a clear and comprehensive summary and details on how the concern was followed up and resolved. As keeping records of concerns, discussions and decisions, the designated safeguarding lead should keep record of the rationale for any decisions made.

- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure that the case holding Social Worker is informed of any child currently with a Child Protection Plan who is absent without explanation.
- Ensure that all staff, within 1 month of employment sign to say they have read, understood and agree to work within the school's Safeguarding and Child Protection Policy and [KCSIE](#) Part 1 and annex B and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the Jersey Safeguarding Partnership Board (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that pupils in Alternative Provision are safe from harm and continue to be responsible for the safeguarding of pupils in AP, ensuring that the placement meets the pupil's needs.
- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school. We will record where and to whom the records have been passed and the date. If sent by post, pupil records will be sent by "special/recorded delivery".
- Report to the Head any significant issues for example enquiries under section 47 of the [Children's Act 1989](#) and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover of information with all procedures and case files.
- Meets all other responsibilities as set out for DSLs in the most up to date Keeping Children Safe in Education.

Responsibilities of all school staff

All staff have a key role to play in identifying concerns and in providing help for children: **Safeguarding is everyone's responsibility.** To achieve this they will:

- Know who the DSL and Deputy DSLs are and how to contact them
- Set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Provide a safe environment where children can learn and establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Be familiar with the Safeguarding policy and read this annually.



- Have an awareness of the role of the DSL, part 1 and annex B of the most up to date Keeping Children Safe in Education, the school's Safeguarding and Child Protection Policy, Staff Behaviour Policy (Code of Conduct), School Behaviour
- Policy, and procedures relating to the safeguarding response for children who go missing from education.
- Know how to respond to a pupil who discloses or alleges harm or abuse following training of [Working Together to Safeguard Children](#) (2018), and '[What to do if you are worried a child is being abused](#)' (2015).
- Be subject to the Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, etc.
- Be involved in the implementation of Individual Education Plans, Early Help plans, Child in Need plans and interagency Child Protection plans, when it is appropriate.
- Be alert to the signs and indicators of possible abuse
- Record concerns immediately and give the record to the DSL. If the DSL is unavailable, the Deputy DSLs or the Head should be contacted.
- Deal with a disclosure of abuse for a child in line with the guidance in this policy. (You must inform the DSL immediately, and provide a written account as soon as possible. Concerns must be logged on My Concern.
- All staff will receive Foundation, level one training at least once every three years, face-to-face training every two years, and regular key safeguarding updates. Key staff will undertake level two and level three training as agreed by the school.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the [Data Protection Act 1998](#) and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Head or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

Responsibilities of the pupils

Pupils should be encouraged to take responsibility for:

- Caring for and supporting each other.
- Communicating problems or concerns with a parent or member of staff.
- Using the Internet safely and adhering to the 'Acceptable Use Policy' which they sign when they join the school.

4. Inter-Agency Working



School recognises its duty to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention. The school will follow the local Safeguarding Board (Jersey Safeguarding Board <https://safeguarding.je/>) procedures.

To achieve this, St Michael's will:

- Lawfully share information with agencies in order to ensure pupils receive appropriate services and are appropriately safeguarded.
- However, confidential information about a child should never be used casually in conversation or shared with any person. Data should only be shared with third parties if it is permitted under the provisions of the Data Protection (Jersey) Law 2005. 2018
- School professionals recognise the fundamental role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings – Initial and Review Child Protection Conferences and Core Group meetings (usually the DSL).
- As soon as concerns are identified or raised about a pupil, school staff should inform their DSL. or the Deputy DSLs In the event that they are unavailable, the Head must be informed.
- The DSL can seek support, or guidance, from The Children and Family Hub Decision-maker, who is a Senior Practitioner, or the Education Department's DSO when they require further guidance relating to safeguarding practice or the safeguarding of pupils. This is particularly relevant when there are complex circumstances and/or ambiguity around informing parents of a Children and Family Hub Enquiry
- The DSL will make the Children and Family Hub Enquiry; in their absence the Head or Deputy will complete the enquiry in partnership with the reporting adult in order that an accurate account and information can be recorded

Children and Family Hub enquiry/referral:

The DSL will decide whether to make a Children and Family Hub Enquiry following a discussion with the member of staff who has raised concerns and the Head.

If there is any doubt about whether concerns raised meet the thresholds for a Children and Family Hub Enquiry, the DSL should contact the Children and Family Hub Coordinator to obtain advice on how to proceed.

- **Parental consent must be sought prior to the enquiry being made, *unless seeking consent would place the child at risk of further harm.***
- **If parents do not consent**, but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, the Children and Family Hub Enquiry must still be made in absence of 'parental agreement' and the parent made aware.
- If the child already has an allocated Social Worker, school should speak to their Social Worker and make them aware of your concerns and record these. The Children and Family Hub Decision-maker will acknowledge all enquiries within 24 hours and inform the referrer of what action will be taken
- Where the child has suffered or likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk



and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available.

- In emergency, high-risk situations the enquiry will be rated as 'Red' and The Children and Family Hub will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes 'Achieving Best Evidence' (ABE). This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities. ABE can be used to support the child's disclosure and used in evidence where prosecution is likely.
- In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care or the Robin Ward at Jersey General Hospital.

Children and Family Hub enquiries can be made by:

- ***Emailing childrenandfamilieshub@gov.je***
- ***Calling 01534 519000***
- ***Completing the Practitioners Request form on Children and Family Hub***

5. Child abuse



There are four types of child abuse which are commonly identified as:

- **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 non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 which can include sexual harassment, upskirting, sexting or sexual abuse.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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.

6. Specific Safeguarding Issues



Child-on-Child Abuse (including Sexual Violence and Sexual Harassment)

All staff should recognise that children are capable of abusing other children (including online)' (KCSIE) . The term child on child (as opposed to peer on peer) recognises that children can be abused by children who are not the same age as them (not their peers).

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying);
- Physical abuse;
- Sexual abuse;
- Gender-based violence/sexual assaults
- Upskirting
- Sexting / sharing of nude and semi-nude images and videos (both consensual and non-consensual)
- Causing someone to engage in sexual activity without consent
- Initiation / hazing type violence and rituals.

All child-on-child abuse is unacceptable and will be taken seriously; it will never be minimised as 'banter', 'having a laugh' or 'part of growing up.' We have a zero-tolerance approach to child-on-child abuse.

Even when there are no reported cases of child-on-child abuse, this does not mean it is not happening and staff must therefore be vigilant at all times. All pupils can report abuse to any member of staff and an "open-door" policy is adopted throughout the school.

We understand that it is more likely that girls be victims and boys be perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

We will minimise the risk of child on child abuse by:

- Taking a whole school approach to safeguarding & child protection through our safeguarding curriculum.
- All staff being trained and highly vigilant and aware of specific characteristics which may indicate child on child abuse, for example, vulnerability and controlling behaviour.
- Providing a values-based curriculum, underpinned by the school's behaviour policy and pastoral support, and by a planned programme of evidence-based content delivered through the curriculum.
- Working in partnership with parents and carers
- Engaging with specialist support and interventions.
- Ensuring that all staff are aware of their responsibilities to report concerns regarding



child-on-child abuse to the DSL and Safeguarding Lead.

- Operate an “open-door” policy so that pupils feel able to report abuse, knowing that their concerns will be treated seriously.
- Ensuring that all allegations of child-on-child abuse will be recorded, investigated and dealt with

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer “significant harm”, a referral will be made to the Children and Family Hub. It is understood that in the vent of disclosures about child-on-child abuse, that all children involved, whether perpetrator or victim, are treated as being “at risk”.

Staff should log all instances of child-on-child abuse. Please see our Anti-Bullying Policy for more information.

Responding to reports of Sexual Violence and Sexual Harassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- In some cases children will find it difficult to tell staff about the abuse so it may come via a third party. Children should never be given the impression that they are creating a problem by reporting sexual abuse or harassment.
- We will carefully listen to the child, being non judgemental.
- Staff taking the report will inform the DSL or a Deputy DSLs immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to the Children and Family Hub.

All staff should be mindful of the following DFE guidance:

‘It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.’ [KCSIE](#)

Action: The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.



- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally
- Early Help intervention
- Refer to the Children and Family Hub
- Report to the police all cases of sexual violence (generally in parallel with a referral to the Children and Family Hub)

Risk Assessment: Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. This will involve considering any suitable sanctions considering their behaviour policy, which may include permanent exclusion.

The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis. The school will take any disciplinary action against the alleged perpetrator. The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary. We will reassure children that the law is in place to protect rather than to criminalise them.

All staff should report concerns regarding Sexual Harrassment and Sexual Violence to the DSL immediately.

Child Sexual Exploitation (CSE)

Some young people are at risk of child exploitation either because they are involved with anti-social behaviours or 'group/gang activity', or because they become a victim of anti-social group activity.

Older children involved in negative group activity may put their younger siblings at risk of violence or from competing or opposing groups; younger siblings may also become victims of grooming activity and culture. Female siblings or friends may be at risk of sexual exploitation or sexual violence.

St Michael's has 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) is taught within the PSHE curriculum within the context of a healthy relationships programme.



If any staff has concerns or suspicions around child exploitation and/or CSE, they must discuss this in the first instance with their DSL.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in Keeping Children Safe in Education ([KSCIE](#)). HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Sexual behaviour between children will be considered harmful if one of the children is much older if there is more than 2 years difference in age or one child is in puberty and the other is not. A younger child can abuse an older child, particularly if one has power over the other, for example, with a disability or Special Educational Needs. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Sharing Nudes and Semi-Nudes

Sexting is defined as the production of and/or sharing of sexual photos and videos of and by young people who are under the age of 18. Staff who are aware of an incident involving sexting should:

- Never view, download or share the imagery, or ask a child to share or download – this is illegal.
- Report it to the DSL, if the imagery has already been viewed by accident.
- Not delete the imagery or ask the young person to delete it.
- Not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Not share information about the incident to other members of staff, the young person(s) it involved or their, or other, parents.
- Not say or do anything to blame or shame any young people involved.
- Explain to students that the incident must be reported to the DSL.

The UK Council for Internet Safety outlines how schools should respond to an incident of nude and semi-nude pictures or videos being shared and this advice should be followed if needed. *Sharing nudes and semi-nudes: advice for education settings working with children and young people*

Radicalisation and Extremism

- **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'. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas.



- **Non-violent extremism** is defined as extremism, but without violence. Although publicly rejecting violence, non-violent extremism popularises the views of extremists and creates an atmosphere in communities which terrorists can exploit.
- **Radicalisation** refers to the process by which a person comes to support terrorism and the extremist ideologies associated with terrorist groups.
- **Terrorism** is the use or threat of action, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial, or ideological cause. Planning, financing, assisting and even collecting information on how to commit terrorist acts are all crimes under British terrorism legislation.

The Prevent strategy is one part of the UK government's overall counter-terrorism strategy which is called CONTEST. The aim of Prevent is to reduce the threat from terrorism by stopping people becoming terrorists or supporting terrorism. The strategy also means intervening to stop people from moving from extremist groups into terrorist related activity. The Prevent duty should be seen as part of safeguarding and promoting the welfare of children and young people. There is no threshold to make a Prevent referral. The Prevent duty should be treated in the same way as any other safeguarding situations by reporting any concerns immediately to the school's DSL.

The Jersey Safeguarding Board's **Children and Young Person Safeguarding Referrals Procedure** should be followed. A multi-agency assessment meeting (MASH) (see **Children and Young Person Safeguarding Referrals Procedure**) will determine the appropriate response and level of support to the family. Response should be proportionate, with the emphasis on supporting vulnerable children and young people, unless there is evidence of more active involvement in extremist activities.

Consideration should be given to the possibility that sharing information with parents may increase the risk to the child and therefore may not be appropriate. However, experience has shown that parents are key in challenging radical views and extremist behaviour and should be included in interventions unless there are clear reasons why not.

Where a higher level of targeted and multi-agency response is indicated a formal multi-agency assessment should be conducted. The assessment process may lead to a Strategy Discussion, Article 42 Enquiry and an Initial Child Protection Conference, if there are concerns about the child or young person suffering significant harm.

Where concerns are identified in respect of potential signs of radicalisation which indicate the child or young person is vulnerable, the person raising the concerns should discuss their concerns with the Channel police lead who will decide if a referral to channel is required or if services at tier 2 are sufficient to manage concerns.

Where there is an identified risk/ potential risk that a child young person may be involved/ potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

The following are possible early indicators of radicalisation:

- 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.

St Michael's will:

- Assess the risk of children and young people being drawn into radicalisation, including support for extremist ideas that are part of terrorist ideology
- Ensure children are safe from extremist material when accessing the internet in school through our filtering system
- Encourage and promote positive values and community cohesion
- Work directly with children and young people to help build their resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PSHE lessons
- Help children recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing

Parents and families are also vital to Prevent work as they are in a key position to notice changes in behaviour that may be a sign of radicalisation.

All staff working directly with children will be trained on the Prevent strategy yearly, either face to face or online.

Further support and advice is available via the Jersey Safeguarding Partnership Board:

[Jersey's Partnership Board Safeguarding Children and Young people against Radicalisation and Violent Extremism](#)

Contact the Children and Family Hub (01534 519000) for advice, or the police (999) in an emergency.

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter.extremism@education.gov.uk.

Domestic Abuse

When we talk about Domestic Abuse (DA), we are not just talking about violence, but a number of other types of behaviours. DA has a significant negative impact on both the victims and the children living with or witnessing this type of abuse. St Michael's treats and manages disclosures of DA as a serious safeguarding concern.

DA 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.

DA 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
- Children witnessing the ill-treatment of others, seeing, hearing or experiencing domestic abuse and its effects

DA 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.

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

The impact on children witnessing DA should not be underestimated and St Michael's should play a key role in recognising the signs, supporting children and knowing where and how to refer for additional support for families.

DA has a serious impact on children's health, well-being, development and ability to learn and has significant safeguarding implications.

The School's 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 the victim or the perpetrator. If a member of staff is concerned about a child's wellbeing in relation to Domestic Abuse, they must contact the DSL immediately.

Child Criminal Exploitation and Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Children might be involved in violence, be pressured into doing things like stealing, carrying drugs or weapons or be abused, exploited and put into dangerous situations. A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at



school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the Children and Family Hub will be made when any concern of harm to a child because of gang activity including child criminal exploitation becomes known. **Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL.** The DSL will contact the Children and Family Hub. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Female Genital Mutilation (FGM)

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.

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 anesthetic. 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.

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).

Staff at St Michael's 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.

Under the Sexual Offences (Jersey) Law 2018 it is 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

Whilst all staff should speak to the DSL (or a deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they must report this to the police.

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 also contact CYPES DSO on 07797924274, the Children and Families Hub on 519000 or the States of Jersey Police Public Protection Unit on 612612 immediately without notifying parents (KSCIE)

Other

Guidance on children in specific circumstances is covered in the policies published by Children, Young, People, Education and Skills: [CYPES policies](#)

These include:

- Drugs policy
- Education of Looked After Children Policy
- Education of School Age Parents
- Self-harm Early Intervention and Support in Schools Policy
- Self-harm Guidance for Schools
- Transgender Guidance for Jersey Schools



7. Children who are more vulnerable to abuse

Children Looked After (CLA) and Previously Looked After

The most common reason for children becoming looked after is as a result of abuse, neglect and exploitation. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The DSL will have details of the child's social worker and the name and contact details of the Jersey's Head of Virtual School. The DSL will work in partnership with the Virtual School Head to discuss how funding can be best used to support the progress of children looked after in the school and meet the needs of the child's within their personal education plan.

Previously looked after children are those who immediately after being in care (as defined above) became subject to an adoption order, child arrangements order or special guardianship order.

Children with disabilities or needs

Research has shown that children with disabilities or needs are recognised as being the most vulnerable in respect of safeguarding their wellbeing. This includes:

- Children with physical disabilities
- Children with cognitive difficulties
- Children with speech and language difficulties
- Children with behavioural or conduct difficulties

Therefore, awareness amongst professionals about safeguarding disabled children and what constitutes best practice, is essential;

- They may have speech, language and communication needs which make it difficult for them to tell adults what is happening
- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They may be more vulnerable to abuse

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



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

Children who are Lesbian, Gay, Bisexual, or Transexual (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. St Michael's School will provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the PSHE curriculum.

Social, Emotional and Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of, suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose specific mental health difficulties, staff observe pupils day to day and identify those whose behaviour suggests that they may need additional support.

When children have suffered abuse, neglect or exploitation and other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and adulthood. It is key that staff are aware of how these children's experiences can impact on mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the school's DSL.

The school has a qualified Emotional Literacy Support Assistant (ELSA) and two other Teaching Assistants who are currently undergoing their ELSA training. All staff meet weekly to discuss pupils' pastoral and mental health needs.

Self harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. For many young people, self-harm can feel like a way to cope with difficult feelings or to release tension. The physical pain of hurting themselves can feel like a distraction from the emotional pain they're struggling with.

- Some difficult experiences or emotions can make self-harm more likely in children: experiencing depression, anxiety or eating problems
 - having low self-esteem or feeling like they're not good enough
 - being bullied or feeling alone
 - experiencing emotional, physical or sexual abuse, or neglect
 - grieving or having problems with family relationships
 - feeling angry, numb or like they don't have control over their lives
- ([NSPCC](#))

If staff notice any signs or have concerns about risk of self-harm, they should report this immediately to the DSL.



The School also has access to an external School Counsellor who comes in to provide support during times of need. We are able to run small, group-based workshops and programmes on Decider Skills, Anxiety Management, Exam Pressure Solutions and Therapy Games. The external based school counsellor is also be on hand to work with children who we feel need additional 1-2-1 mental health support due to the school deciding that the ordinarily available pastoral support and ELSA support is not sufficient and we are concerned about them from a safeguarding perspective or we feel they need more specialist support with their mental health. Counselling is a type of talking therapy providing individuals and groups a confidential space to explore difficult thoughts, feelings and experiences in order to reduce psychological distress and enhance well being, drawing on a range of evidenced based psychological models. The counsellor will also be on hand in case of any critical incidents.

Pupils Missing Out of Education

Most children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced or modified timetable may have additional vulnerabilities.

- Where children are educated off site or in dual placements safeguarding risk assessments are completed
- The school will obtain written confirmation that safeguarding checks on staff running the alternative provision have been collected by the provider
- The school will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable
- The school will ensure that parents are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed
- The school must ensure that the provider lets the school know if there are any staffing changes
- The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it. Reviews should happen at least every half term to ensure safety and suitability
- The school will ensure they know where the child is supposed to be at all times, and whether they have attended or not
- The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child
- The school leadership will report to the governors information regarding the use and effectiveness of the use of alternative provision and modified timetables
- The school will review or end a placement if safeguarding concerns arise

Children who need the support of a Social Worker

Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health



Children and Family Services should inform the school if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

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

8. Safeguarding and Child Protection Training

New staff:

- All new staff receive Safeguarding and Child Protection training at induction with the DSL
- They are also required to complete The Safeguarding Partnership Board's Foundation Safeguarding training online
- New members of staff must also sign to acknowledge that they have read and understood St Michael's Safeguarding and Child Protection Policy, as well as the most up to date Keeping Children Safe in Education, Part 1 and Annex B
- New members of staff must ensure that they are aware of who the DSL and Deputy DSLs are in school
- New members of staff must ensure that they have read and signed to acknowledge they agree to the Staff Handbook.
- New members of teaching staff and teaching assistants must ensure that they have read the pupil Anti-Bullying policy and Behaviour policy
- New members of staff must read the school's Missing Child Policy

Current teaching staff, teaching assistants and administration staff:

- All teaching staff, teaching assistants and administration staff receive face to face safeguarding training (including online safety) by the DSL once every two years, but usually once a year.
- All teaching staff, teaching assistants and administration staff complete online training once every two years.
- The DSL provides electronic Safeguarding briefings to all staff once a term
- All staff sign to say that they have re-read and understood St Michael's Safeguarding and Child Protection Policy, as well as the most up to date Keeping Children Safe in Education, Part 1 and Annex B
- All staff will be asked to complete an additional online CPD course in a specific area of Safeguarding and Child Protection (eg. The Prevent Duty), at least once every two years (usually once a year)

Site staff, domestic staff and kitchen staff:

- Site staff, domestic staff and kitchen staff complete the Safeguarding Partnership Board's Foundation Safeguarding training online and they update their online training once every two years
- Site staff, domestic staff and kitchen staff attend face to face safeguarding training



with the DSL, at least once every two years.

- Site staff, domestic staff and kitchen staff must ensure that they are aware of and have understood St Michael's Safeguarding and Child Protection policy, as well as the most up to date Keeping Children Safe in Education, Part 1 and Annex B
- Site staff, domestic staff and kitchen staff just ensure that they are aware of who the DSL and Deputy DSLs are in school

The DSL

- The DSL completes Level 3 training once every two years
- The DSL attends training at the Safeguarding Partnership Board yearly (including inter-agency working, child protection conferences, understanding the impact of child adversity and trauma, supporting children in need, identifying children at risk of radicalisation, online safety, record keeping and promoting a culture of listening to children)
- The DSL keeps updated with new Safeguarding and Child Protection guidelines
- The DSL should undertake Prevent duty training every two years
- The DSL should undertake Online Safety training every two years
- Any other training which is needed

The Deputy DSLs

- The Deputy DSLs complete Level 3 training once every two years
- The Deputy DSLs attend training at the Safeguarding Partnership Board yearly (including inter-agency working, child protection conferences, understanding the impact of child adversity and trauma, supporting children in need, identifying children at risk of radicalisation, online safety, record keeping and promoting a culture of listening to children)
- The Deputy DSLs keep updated with new Safeguarding and Child Protection guidelines
- The Deputy DSLs should undertake Prevent duty training every two years
- The Deputy DSLs should undertake online safety training every two years
- Any other training which is needed

The Governors

- Governors receive appropriate safeguarding and child protection training at induction. They should also meet with the DSL
- Governors should receive training every two years which should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding
- Governors should read and review the Safeguarding and Child Protection Policy yearly

All staff may be required to attend other training as required.



9. Appendix:

Appendix 1: Reporting a safeguarding concern My Concern:

The screenshot displays the 'THE SAFEGUARDING COMPANY' website, which is part of 'tes'. The page is titled 'Report a Concern' in red text at the top right. On the left, under 'My Establishments', there is a list of two entries for 'St Michael's Preparatory School': 'Safeguarding Concerns' and 'Staff Safeguarding'. A red 'Report a Concern' button is positioned next to the first entry. A large grey arrow points from this button towards the 'Features' section on the right. The 'Features' section includes links for 'Safeguarding Concerns', 'Community Reporting', and 'User Management'. Below these sections, there are two boxes: 'Safeguarding advice hub' with an illustration of a person at a desk and a laptop, and 'Safeguarding blogs' with an illustration of four people holding shields.



Report a Concern

Name(s) of Pupil(s)

Please enter at least 3 characters to search



Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

TEST

Concern Date/Time

08/08/2025 13:58

Origin of Concern

Please Select an Origin of Concern



Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable



Action Taken

Attachment


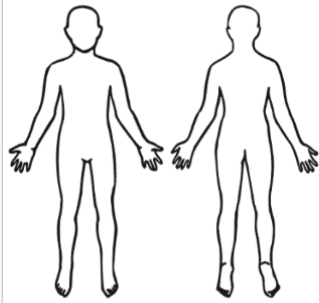
Select File

Please attach any media that is relevant to this concern.

Submit Concern



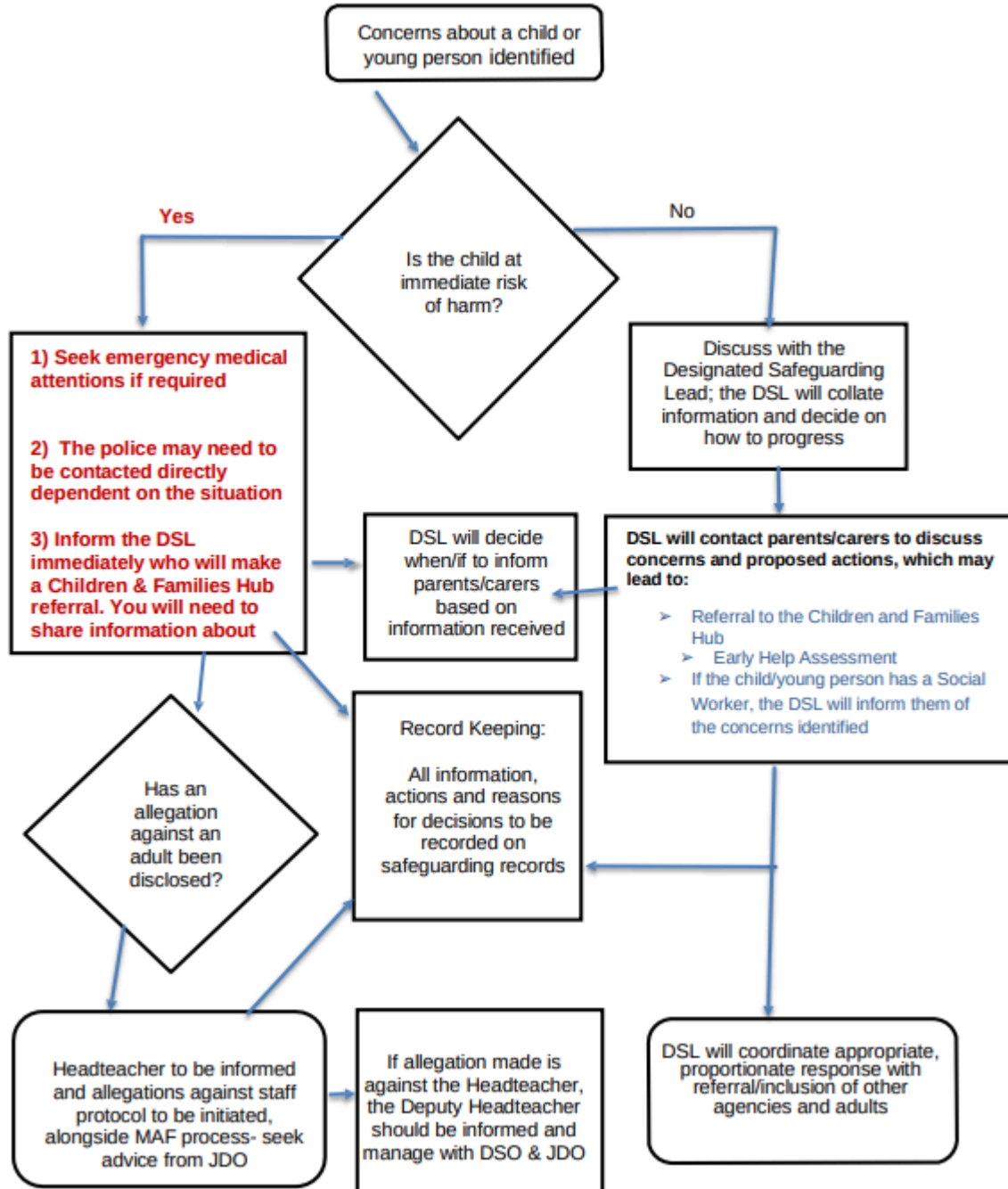
If you are not able to access My Concern, the following form can be found in the staff room:

			
Report of a Child Protection or Safeguarding Concern			
Please complete this form if you are not able to fill out a Safeguarding Concern form on our Portal.			
Date of record:			
Date, time and location of incident/disclosures:			
Name of referrer:		Role of referrer:	
Child name:		Year Group / class:	
Details of concern:	<p>Please complete a written record of your concern, or of what has been disclosed. Please record the date, time and location of the incident/disclosure and the names of any witnesses that may have been present when the disclosure was made. If the child is in immediate danger, or at significant risk of harm, please locate the DSL (Florence Clayton) immediately. If you are not able to locate the DSL, please speak to the Deputy DSLs, or the Head.</p> <ul style="list-style-type: none"> - Use initials for other children/young people involved. - Use body map if appropriate - Contemporaneous notes, if taken, may be attached to this form. - Please use additional paper if needed and staple to this form. 		
			
Reported to: <i>(Please hand this form directly to the DSL if possible. If not, please hand this form to the Deputy or Head and ensure it gets passed onto the DSL.)</i>		Role of person reported to:	
Signed:			
To be completed by DSL, Deputy DSL or Head			
Action taken:			

Orange form – available in the staff room

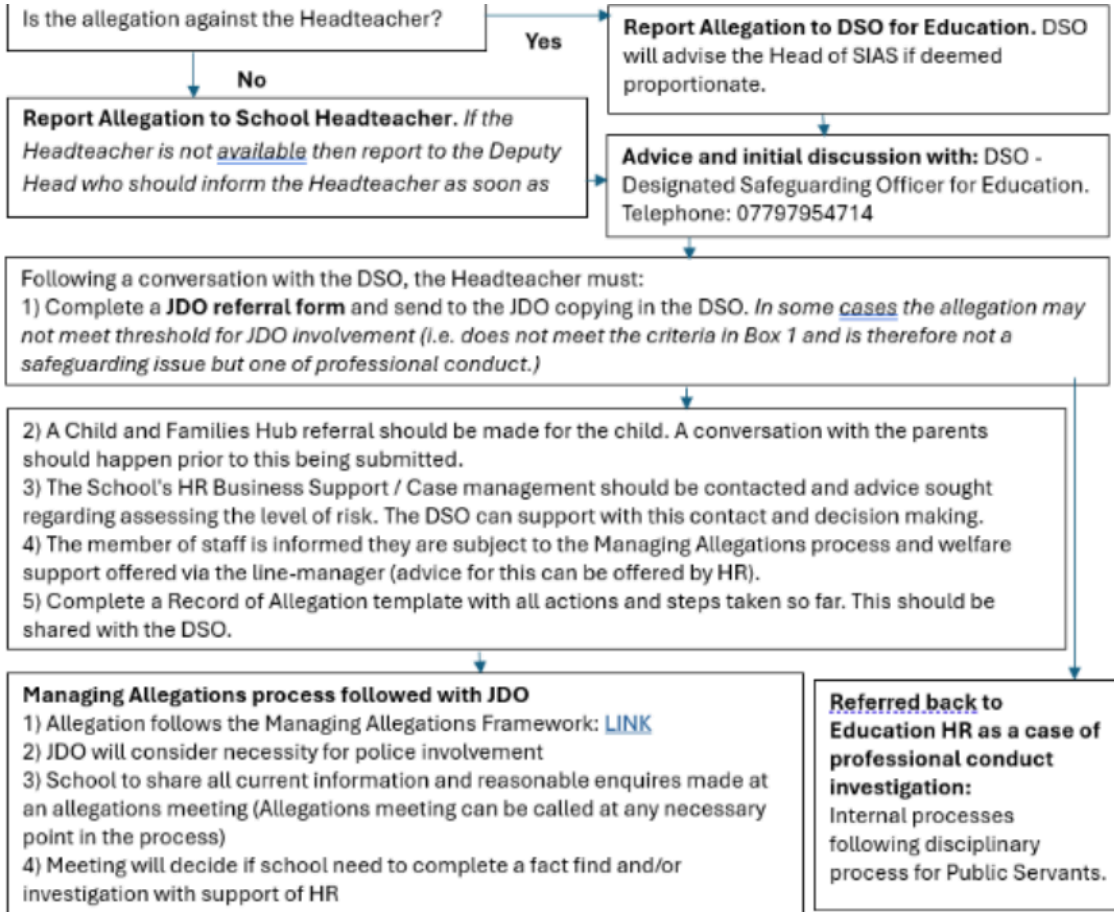
Appendix 2: Flow chart from KCSIE 2021 Jersey on what to do if you have a concern about a young person.

30. Flow chart





Appendix 3: Allegations against staff (schools), Quick Reference Flowchart (KCSIE, Jersey 2025)





Appendix 4: External Provider Registration Form

Title:	Forename:	Surname:
Company/Organisation:		Hours:
Position:		
DOB:		Start date:
Home Address:		
Telephone Number:		
Email Address:		

DBS Certificate Number:	DBS Date:
<p>I can confirm since my most recent DBS check, I have not received any criminal convictions against me (or I have declared these).</p> <p>I agree to sign in and out at the School Office at each visit and collect a blue lanyard.</p> <p>I can confirm I have read the Safeguarding and Child Protection Policy and Quick Guide and I can confirm that I am aware of who the Designated Safeguarding Lead and Deputies are so that I am able to report any safeguarding concerns.</p> <p>Signed _____ Date _____</p>	

Please provide the school with the following documentation:

TICK

DBS Certificate (original certificate must be provided, if over 3 years old a new DBS check will be required)	
Qualification certificates (if relevant to the post)	
Photo identification before commencing employment (passport or driving licence).	



Appendix 5: St Michael's Safeguarding Quick Guide

Quick Guide - Safeguarding at St Michael's School

Thank you for visiting St Michael's School. We are committed to safeguarding and promoting the welfare of children and young people and we require all staff, volunteers and visiting external providers to share this commitment. We would therefore ask you to read this Safeguarding Quick Guide and ask the Office immediately if you have any questions. The Office will contact the Safeguarding Lead or Deputy Safeguarding Leads if needed. Our full Safeguarding and Child Protection Policy is available on our website and the Office can also print this for you on request. If you have concerns about a child or family, please contact one of the people below immediately.

Mrs Florence Clayton - Designated Safeguarding Lead
ffc@stmichaels.je
01534 856904

Please note that in Mrs Florence Clayton's absence, Henry Marshall (Head), will act as DSL. He can be contacted at hjnm@stmichaels.je, or please ask a member of the office to locate him for you.

Mrs Carey Buxton - Deputy Safeguarding Lead
clb@stmichaels.je

Mrs Fiona Green - Deputy Safeguarding Lead
fkq@stmichaels.je



Mr Keith Brown - Nominated Safeguarding Governor



safeguardinggov@stmichaels.je

If you are not able to get in touch with one of these people, please contact the Children and Family Hub (01534 519000) for advice, or the police (999) in an emergency.

Procedures

- All visitors must sign in at the office and collect a lanyard. This must be worn at and visible at all times whilst on site. If you are wearing a red lanyard, you must remain with your designated member of staff at all times whilst on site.
- Regular volunteers and external agencies must fill out a Regular Volunteer/Regular External Provider Registration form and provide a DBS/ID/references if required.
- All visitors must sign out at the office on their way out.

What does safeguarding children mean?

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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.

Alerts

- You may see physical signs.
- You may hear worrying accounts.
- You may identify emotional distress.
- You may notice changes in a child's behaviour or presentation.
- Someone may disclose sensitive information to you.

Harm to a child can be caused by:

- A parent or carer
- A family member of a friend.
- Another child.
- A stranger.
- A member of staff.

Regardless of the source of harm, you MUST report your concern to the Safeguarding team. If your concern is about the conduct of a staff member, you should report it to the Head. If your concern is about the Headmaster, report it to the Chair of Governors and Jersey's Designated Safeguarding Officer.

What do I do if I am worried about a child?



- Please report these concerns to a member of the safeguarding team. Please ask for support from a member of staff to locate a member of the team.
- We would also ask that you fill out a Concern form, which are available in the staff room (orange forms). You must date, time and sign the record, before passing it onto one of the Designated Safeguarding Leads.

What do I do if a child discloses they are being harmed?

1. Listen to what is said without displaying shock or disbelief and accept what the child is saying.
2. Reassure the child that what has happened is not their fault and they were right to tell someone.
3. Do not ask direct questions. Do allow the child to tell their story.
4. Do not criticise the person alleged to have caused harm.
5. Explain what will happen next and who has to be told about the incident.
6. Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe.
7. Depending on the age of the child and your professional judgement you should explain that you may need to talk to someone else about what's happened to them.
8. Ensure that you complete a written record (forms available in the staff room) of what has been disclosed and any actions taken, recording the date, location, time and the names of any witnesses that may have been present when the disclosure was made. Hand this form to the Designated Safeguarding Lead, or a Deputy Safeguarding Lead.

Prevent Duty:

Since 1st July 2015, the Government created a statutory duty under the Counter-Terrorism and Security Act 2015. This duty is for schools, among other agencies to "have due regard to the need to prevent people from being drawn into terrorism". It is known as the Prevent Duty. Radicalisation can be really difficult to spot.

Signs that a child may be being radicalised include:

- Isolating themselves from family and friends talking as if from a scripted speech
- Unwillingness or inability to discuss their views a sudden disrespectful attitude towards others increased levels of anger
- Increased secretiveness, especially around internet use.

What must you do?

- Recognise your concern. Respond by passing the information on. Make a written record, sign and date it. Forms are available in the Staff Room or by contacting the DSL.
- Pass the record to the Safeguarding team. Inform the DSL, Safeguarding team or Head without delay

E-Safety

- To protect our pupils, we respectfully ask that you do not have your phone out or use it during your time at school, unless you are in the Staff Room.
- Under no circumstances should you take photographs of our pupils whilst at school.

First Aid:



In the event that a pupil in your care has an accident or feels ill and needs immediate medical attention, please send them to our Medical Room or the Office, or ask another member of staff or pupil to fetch Sister Carey or another First Aider.

Personal Medication:

Please ensure that any personal medication, prescription or otherwise is never left out, but is stored in a secure place that children do not have access to.

Fire Alarm:

If the fire alarm sounds, leave the building by the nearest fire exit and report to the assembly point (the main playground). Follow instructions given by our Fire Marshalls.

If you discover a fire, please sound the nearest fire alarm. Exit the building and go to the assembly point.

Smoking:

Smoking is **not** permitted anywhere on the premises.