



SAFEGUARDING AND CHILD PROTECTION POLICY

This policy also refers to pupils in the EYFS setting

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

Latest review date: July 2027 (ahead of September 2027)

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

Governor responsible: Keith Brown (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)

hjnm@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:

*Designated Safeguarding Officer for CYPES: 07797954714 (Dani Perier), d.perier@gov.je
Assistant Designated Safeguarding Officer for CYPES: 07797912384*

Jersey Designated Officer: ido@health.gov.je Ann Holwood a.holdwood@health.gov.je

CYPES Governance Team – cypesgovernance@gov.je 445504

Service Manager for Vulnerable Children: 07797740508 (Victoria Bisson)

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

Children and Families Hub: 519000

MASH Team Manager/Decision-maker: 449214

Education MASH Researcher: 07797 757394

Out of hours Children's Services: 442000

States of Jersey Police Public Protection Unit: 612612

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*
- *Equity, Diversity and Inclusion Policy*
- *Anti-bullying Policy*
- *Supervision Policy*
- *Staff Code of Conduct*
- *Admissions Policy*
- *PSHE and RSE Policy*
- *Special Educational Needs and Disabilities Policy*
- *Health and Safety Policy*
- *Medical (First Aid) Policy*
- *Intimate Care Policy*
- *Positive Behaviour Policy*
- *ICT Acceptable Use Policy*

Staff Awareness of Key Policies and Guidance

All staff are required to read, understand and comply with the following key safeguarding policies and statutory guidance:

- St Michael's Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (current version) – Part One (both UK and Jersey version)
- Staff Behaviour (Code of Conduct) Policy
- Behaviour and Positive Relationships Policy



- Online Safety / ICT Acceptable Use Policy
- Whistleblowing and Low Level Concerns Policy
- Missing Child Policy

Questions or queries on any of these policies should be directed to the DSL or Head straight away. 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 2026 \(Gov UK\)](#)
- [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 \(Jersey Education Department\)](#)
- [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 2024](#)
- [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 \(Gov 2022, updated August 2024\)](#)
- [Jersey's Continuum of Children's Needs \(Government of Jersey, 2024\)](#)
- [Children and Young People Jersey Law 2022](#)
- [Resolving Professional Differences Escalation Policy, \(Safeguarding Partnership Board, 2020\)](#)
- [Generative Artificial Intelligence in Education \(Gov UK 2025\)](#)



- *Restrictive interventions, including use of reasonable force in schools (Gov UK, 2025)*
- *UK Safer Internet Centre (Image Guidance for Education Settings)*
- *Positive Behaviours and Exclusions Policy CYPES (Government of Jersey 2019)*
- *Managing Differing Professional Views (Jersey Safeguarding Partnership Board 2026)*

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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Section 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 2026](#) (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
- Promoting an inclusive, anti-discriminatory culture as part of safeguarding responsibilities
- 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 2: protects the right to education
- 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

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).

Section 2: Roles and responsibilities

2.1 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.

2.2 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.

2.3 Responsibilities of the Governing Body

The Governing Body will:

- 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
- Be aware of their obligations under the [The Human Rights Act 1998](#), [The Equality Act](#) and our local multi-agency safeguarding arrangements
- Nominate a governor responsible for safeguarding
- Ensure that the school's policy and safeguarding procedures are reviewed by the governing body at least annually
- 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
- Ensure 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

- Facilitate a whole school approach to safeguarding
- Ensure that all governors receive appropriate safeguarding training at induction at regular intervals
- 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
- Ensure that all governors have Enhanced DBS checks.
- Ensure that any weaknesses in safeguarding are remedied immediately.

2.4 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



2.5 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 [JKCSIE](#) 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.

2.6 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 and Child Protection policy and read this annually.
- Have an awareness of the role of the DSL, Part 1 of the most up to date Keeping Children Safe in Education, Part 1 of Jersey's Keeping Children Safe in Education, the school's Safeguarding and Child Protection Policy, Staff Behaviour Policy (Code of Conduct), School Positive 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 or send 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 or on the school's orange safeguarding form.
- 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 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.

2.7 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.

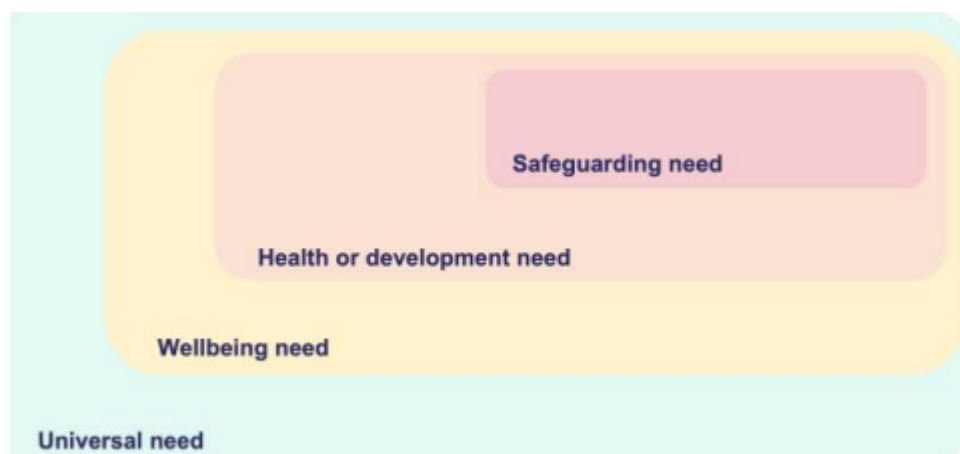


3. Safeguarding and Child Protection Procedures

3.1 Early Help and Levels of Need

Levels of Vulnerability, Risk and Need are Informed by the Children (Jersey) Law 2002 and Children and Young People (Jersey) Law 2022 Statutory Guidance. The Continuum Tool identifies four levels of vulnerability, risk and need to assist practitioners to identify the most appropriate service response for children and their families. The School recognises that children may require different levels of support depending on their needs. All staff should understand the local thresholds for intervention and the referral pathways available.

The four levels of risk outlined in Jersey are as follows:



Universal Need: Children who are making good progress and whose needs are met through universal services such as school, healthcare and community provision require no additional support.

Wellbeing Need (Early Help): Where a child's wellbeing is affected or at risk, an Early Help wellbeing assessment may be undertaken. Children with emerging needs are best supported through coordinated early intervention by the professionals already involved with them. Where appropriate, a multi-agency plan may be established using Jersey's Children First practice model, and a Family Partnership Worker may be allocated if the child's or family's needs are more complex.

Health or Development Need (Child in Need): Children with considerable or complex needs whose health or development is unlikely to improve without additional services. A wellbeing assessment must be completed, typically by a social worker, paediatrician or CAMHS practitioner. Support is coordinated through statutory services and is equivalent to a **Child in Need** response.

Safeguarding Need (Child Protection): Children who are suffering, or are likely to suffer, significant harm require immediate statutory intervention. A social worker will



undertake safeguarding enquiries to determine the appropriate action needed to protect the child. This level of need is equivalent to **Child Protection** and may involve Children's Social Work Services, CAMHS Tier 4 and other specialist agencies.

This dynamic model provides a needs-led, outcome focused matrix of need and vulnerability which, when used effectively, promotes a child's needs being met through appropriate assessment and intervention underpinned by the Jersey's Children First practice model. It is important to note that a child can move through the levels. More information on the Continuum of Children's Needs can be found at [Jersey's Continuum of Needs](#).

3.2 Recognising abuse and neglect

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:** 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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, causing 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:** 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.3 Responding to concerns and disclosures

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.

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.

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.

My Concern

All safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL.

St Michael's School uses the MyConcern safeguarding platform to record and manage safeguarding concerns. As part of their induction, all new members of staff are registered on MyConcern by the DSL, shown how to access the system and trained in how to record and submit safeguarding concerns. It is the responsibility of every member of staff to ensure they understand how to use MyConcern and to seek guidance from the DSL if they have any questions or are unsure how to record or submit a concern.

Once a concern has been submitted, the DSL and Deputy DSLs receive an immediate notification, enabling a timely safeguarding response. MyConcern may also be used to securely transfer safeguarding records between schools when a pupil moves setting. Where required, the system can also be accessed by the Designated Safeguarding Officer (DSO) and Deputy Designated Safeguarding Officer to support safeguarding arrangements in the absence of the DSL.

Visitors, external providers, contractors and any member of staff who does not have access to MyConcern must record any safeguarding concern using the Orange Safeguarding and Child Protection Concern Form, which is available at all times in the staff room. The



completed form must be handed immediately to the DSL or, in their absence, a Deputy DSL.

Where a child is at immediate risk of harm, staff must not delay action whilst completing records. Immediate action should be taken to safeguard the child, including contacting the DSL or Deputy DSL without delay. If neither is available and there is an immediate risk of significant harm, staff should contact the Children and Family Hub or the States of Jersey Police (999) directly and inform the DSL as soon as possible thereafter.

The My Concern form can be viewed in Appendix A.

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
- The DSL or Deputies will usually attend, but if there is a member of staff who knows the child the best, they may be asked to 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:

- What action was taken to refer to concerns or manage risk within the school
- Whether any follow-up action was taken; how and why decisions were made
- 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

The Designated Safeguarding Lead (DSL) is responsible for maintaining secure, accurate and confidential records of all child protection and safeguarding concerns. Child protection records will be kept separately from the pupil's main educational record and will only be accessed by staff who have a legitimate safeguarding need to do so. A record will be maintained of those who have accessed these files, and any information shared will be in accordance with the information-sharing guidance set out in Parts One and Two of *Keeping Children Safe in Education*.

When a pupil leaves St Michael's School, including through an in-year transfer, the DSL will ensure that the child protection file is transferred securely and separately from the main pupil record to the receiving school or educational setting as soon as possible, and within five working days for an in-year transfer or within the first five working days of the start of a new term. The safeguarding file will be transferred in a separate, secure file from the pupil's educational records, and confirmation of receipt will be obtained. The School will retain only an audit record of the transfer, including the date of transfer and the receiving setting.

Where St Michael's School is the final educational setting to hold the safeguarding record, the child protection file will be retained securely until the pupil reaches the age of 25 years, in accordance with the School's Records Management procedures. The retention and disposal of records will comply with the Data Protection (Jersey) Law 2018 and the Public Records (Jersey) Law 2002.

3.4 Confidentiality and Information Sharing

All information obtained by St Michael's School about a pupil and their family is treated as confidential and will only be shared with other professionals and agencies where there is a lawful basis to do so. Wherever appropriate, the School will seek written informed consent from parents or carers before sharing information. Consent should be informed, signed and dated.

However, the welfare of the child is paramount. Staff must exercise professional judgement where there are concerns that a child is suffering, or is likely to suffer, harm. Where it is necessary to protect a child or where sharing information is in the child's vital interests, information may be shared without consent with the appropriate agencies, including Health and Social Services (HSS), the Children and Family Hub, the Police, School Nurses and Health Visitors, in accordance with the Data Protection (Jersey) Law 2018.

Where a child is at risk of suffering significant harm, St Michael's School has a duty to share relevant information with Children's Services, the Police and other appropriate agencies, and to make safeguarding referrals where necessary. Likewise, where a child is subject to a child protection investigation, the School must share relevant information requested by the allocated Social Worker or other authorised professionals.



Parental consent to make a child protection referral should normally be sought unless doing so would place the child at increased risk of harm, prejudice a criminal investigation, or cause unnecessary delay in protecting the child. If consent is withheld, but the School believes the child remains at risk of significant harm, the referral must still be made. In making this decision, the School will consider whether the duty to safeguard the child overrides the duty of confidentiality.

When deciding what information to share, staff should use their professional judgement to ensure that any information shared is necessary, relevant, accurate, proportionate, timely and appropriately contextualised. Only information required by the receiving professional or agency to safeguard or support the child should be disclosed, and only to those who have a legitimate need to know. Staff should remind recipients that shared information remains confidential and must only be used for the stated safeguarding purpose.

Where a pupil transfers to another educational setting and safeguarding information indicates that there may be a risk to the pupil or to others, the Designated Safeguarding Lead (DSL) will ensure that relevant safeguarding information is shared promptly with the receiving setting. The DSLs from both settings should communicate directly to ensure that risks are understood and that appropriate safeguarding, safety and support plans can be implemented.

If a child makes a disclosure of abuse or neglect, staff must never promise to keep the information secret. Instead, they should explain, in an age-appropriate manner, that the information will need to be shared with those who can help keep them safe. Wherever appropriate, parents should also be made aware of the School's duty to share safeguarding information.

Any concerns or uncertainty regarding confidentiality or information sharing should be discussed immediately with the Designated Safeguarding Lead (DSL) or Deputy DSL. Advice may also be sought from the Children and Family Hub Decision Maker, the Jersey Designated Officer (JDO), or the Government of Jersey Education Department where appropriate.

3.5 Inter-Agency Working

The 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 Partnership Board 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**



Section 4: Children who may be more vulnerable

4.1 Early Help

St Michael's School recognises that early identification and timely support can prevent concerns from escalating. Staff should be alert to pupils who may benefit from additional support through the Children and Family Hub, Early Help services or other agencies before statutory intervention is required.

Particular attention should be given to pupils who:

- have Special Educational Needs and Disabilities (SEND) or medical needs;
- experience mental health or emotional wellbeing difficulties;
- are young carers;
- are affected by parental imprisonment, substance misuse, mental ill-health or domestic abuse;
- misuse drugs or alcohol;
- may be at risk of honour-based abuse, including Female Genital Mutilation (FGM) or forced marriage;
- are privately fostered;
- are pregnant or young parents;
- display early signs of abusive, harmful or violent behaviour;
- are at risk of criminal exploitation, sexual exploitation, county lines or serious violence;
- are vulnerable to radicalisation or extremism;
- frequently miss education, are persistently absent or go missing from home or care; or
- are at risk of modern slavery or human trafficking.

Where staff have concerns that a pupil may require additional support, these should be discussed promptly with the Designated Safeguarding Lead (DSL). The DSL will consider whether an Early Help assessment, referral to the Children and Family Hub, or referral to other appropriate statutory agencies is required.

4.2 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 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

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.

4.3 Children who are LGBT or Questioning Their Gender

The fact that a child or young person is lesbian, gay, bisexual or transgender (LGBT), or is questioning their gender, is not in itself an inherent safeguarding risk. However, children who are LGBT, or who are perceived by others to be LGBT, may be more vulnerable to bullying, harassment, discrimination, social isolation, online abuse and exploitation.

Children who are questioning their gender may also experience additional vulnerabilities, including mental health difficulties, family conflict or self-harm. These factors do not automatically indicate that a child is at risk of significant harm, but staff should remain alert to any safeguarding concerns and respond in accordance with this policy. Where a child is questioning their gender, the School recognises that requests relating to social transition (for example changes to name, pronouns, uniform or other aspects of presentation) may arise.



These situations require careful consideration and are not safeguarding decisions in themselves. The School will consider each case individually, taking into account the child's welfare, age, understanding, wishes, family circumstances, any safeguarding concerns, and relevant professional advice where appropriate. The Designated Safeguarding Lead will be involved where there are safeguarding considerations, and decisions will be made in accordance with current Jersey legislation and guidance.

St Michael's School is committed to providing a safe, respectful and inclusive environment where all pupils feel valued and supported. Staff will:

- provide a safe space for pupils to discuss any worries or concerns with a trusted adult;
- challenge discriminatory language, bullying and harassment of any kind;
- consider the individual needs, wishes and wellbeing of each child;
- work in partnership with parents and carers wherever it is safe and appropriate to do so;
- seek advice from the Designated Safeguarding Lead where there are safeguarding concerns or uncertainty; and
- make referrals to appropriate external agencies where additional safeguarding or specialist support is required.

LGBT inclusion and respectful relationships are taught through the School's PSHE curriculum as part of promoting equality, respect and inclusion.

Information relating to a child's gender identity or gender questioning will be shared only where there is a lawful and proportionate safeguarding reason to do so, or where disclosure is otherwise required in the child's best interests.

4.4 Social, Emotional and Mental Health

St Michael's School recognises the important role it plays 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 only appropriately trained professionals can diagnose specific mental health conditions, all staff have an important role in observing pupils day-to-day, recognising the early signs that a child may be struggling, and identifying those who may require additional support.

The School recognises that when children have experienced abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences, these experiences can have a lasting impact on their mental health, behaviour, relationships and education throughout childhood and beyond. Staff understand the importance of recognising these signs and responding appropriately. Where a member of staff has a concern about a child's mental health that is also a safeguarding concern, this must be reported immediately to the Designated Safeguarding Lead (DSL).

The School ensures that any mental health support or interventions offered are evidence-informed, appropriate to the age and needs of the child, and delivered by suitably trained professionals or staff working within the limits of their role and expertise. The School has a qualified Emotional Literacy Support Assistants (ELSA) and an external



school based counsellor. The School Counsellor is also available to provide support following critical incidents affecting the school community. The pastoral team, safeguarding team and relevant staff meet regularly to discuss pupils' pastoral, emotional wellbeing and mental health needs, ensuring that concerns are identified early and appropriate support is put in place.

Self-harm can take many forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people may self-harm. For some, it can become a way of coping with overwhelming emotions or releasing emotional distress, with physical pain providing a temporary distraction from emotional pain.

Some experiences or circumstances that may increase the risk of self-harm include:

- experiencing anxiety, depression or eating difficulties
- having low self-esteem or feelings of worthlessness;
- bullying or social isolation;
- experiencing emotional, physical or sexual abuse, or neglect;
- bereavement or difficulties within family relationships; and
- feeling angry, numb or lacking control over their lives (NSPCC).

If a member of staff notices signs of self-harm, or has concerns that a pupil may be at risk, they must report these concerns immediately to the DSL, who will assess the level of risk and determine any safeguarding action required.

Where appropriate, the School will work closely with parents, external professionals and specialist agencies, including CAMHS and the Children and Family Hub, to ensure pupils receive the right support at the right time.

4.5 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

4.6 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



Section 5: Specific Safeguarding Issues

5.1 Child-on-Child Abuse

All staff should recognise that children can abuse other children (often referred to as child-on-child abuse). This can happen both inside and outside school, including online, and is a safeguarding concern that requires immediate and appropriate action.

Child-on-child abuse may occur between pupils of any age and gender and can take place individually or as part of a group. It is important to recognise that both the child who has experienced abuse and the child displaying harmful behaviour may require safeguarding support. Staff should remain aware that children who abuse others may also have experienced abuse, trauma or exploitation themselves.

St Michael's recognises that even where there have been no reported incidents of child-on-child abuse, this does not mean that it is not occurring. Children may feel unable to report concerns through fear, embarrassment, peer pressure, loyalty, shame or a lack of confidence that they will be believed. The School is committed to creating an open, respectful and inclusive culture where pupils feel safe to speak to trusted adults and know that all concerns will be taken seriously.

All staff should challenge inappropriate behaviour between pupils that may be abusive in nature and should never dismiss such behaviour as:

- "just banter"
- "part of growing up"
- "boys being boys"
- "girls being girls"
- "just having a laugh"

Downplaying these behaviours can contribute to an unsafe culture in which abuse becomes normalised, including behaviours rooted in sexism, misogyny or discrimination.

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

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- abuse within intimate personal relationships between children;
- physical abuse, including assault or violence;
- serious violence, including threats involving weapons;
- sexual violence, including rape, assault by penetration and sexual assault;
- sexual harassment, including unwanted sexual comments, remarks, jokes or online harassment;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi-nudes;
- upskirting;
- initiation or hazing-type violence;
- behaviour associated with harmful sexual behaviour;
- behaviour linked to criminal or sexual exploitation.

Staff should be particularly alert to occasions when pupils may be at greater risk, including



unstructured times of the school day, during educational visits, online interactions, and immediately before or after school.

All concerns, disclosures or allegations of child-on-child abuse, however minor they may initially appear, must be reported immediately in accordance with the School's procedures. The Designated Safeguarding Lead (DSL) and Head of Section will determine the appropriate course of action. Incidents will then be managed in accordance with the School's safeguarding procedures and, where appropriate, the Behaviour Policy, Anti-Bullying Policy, Online Safety Policy or other relevant child protection procedures.

St Michael's will always consider the wishes, feelings and safety of all children involved. The School will work with parents, the Children and Family Hub, the Police and other relevant agencies where appropriate, ensuring that children receive timely and appropriate support.

The School recognises that child-on-child abuse is preventable. Early identification of concerning behaviours, alongside evidence-informed pastoral support, education and intervention, is essential in reducing the risk of abuse escalating. Staff are expected to remain professionally curious, respond promptly to concerns and promote a culture of respect, kindness and healthy relationships throughout the school community.

5.2 Sexual Violence and Sexual Harassment

St Michael's recognises that sexual violence and sexual harassment can occur between children of any age and can take place both inside and outside school, including online. Such behaviour is never acceptable, will never be tolerated or dismissed as harmless, and should not be viewed as an inevitable part of growing up.

The School will always take reports of sexual violence or sexual harassment seriously. All concerns, disclosures or allegations will be treated with sensitivity, fairness and respect, ensuring that the wishes, feelings and safety of all children involved are considered throughout the process.

Where a child makes a report, the member of staff receiving the disclosure should:

- remain calm and listen carefully;
- reassure the child that they have done the right thing by speaking out;
- avoid asking leading questions or pressing for unnecessary detail;
- explain that the information cannot remain confidential and will need to be shared with the Designated Safeguarding Lead (DSL);
- make an accurate written record of the disclosure using the child's own words wherever possible; and
- report the concern to the DSL immediately.

Staff should never promise confidentiality or attempt to investigate allegations themselves.

The Designated Safeguarding Lead (DSL) will undertake an initial safeguarding risk assessment and determine the most appropriate course of action. This may include:

- managing the incident internally;



- providing immediate pastoral and safeguarding support;
- completing a risk assessment;
- consulting with or making a referral to the Children and Family Hub;
- seeking advice from the Jersey Police; and/or
- referring the matter to other specialist agencies where appropriate.

The School will carefully consider the needs and safety of both the child who has experienced the behaviour and the child alleged to have caused the harm. Appropriate support will be provided to all children involved, recognising that children displaying harmful sexual behaviour may themselves have experienced abuse, trauma or exploitation.

The School recognises that some allegations may constitute criminal offences and will work closely with the Children and Family Hub, Jersey Police and other relevant agencies where appropriate. The School will not undertake investigations that could prejudice police enquiries.

Parents or carers will normally be informed unless doing so would place a child at greater risk of harm or compromise a police or safeguarding investigation. Decisions regarding parental involvement will be made by the DSL in consultation with statutory agencies where necessary.

All incidents will be recorded accurately on the School's safeguarding recording system. Records will include the nature of the concern, actions taken, decisions made, outcomes and any ongoing support provided.

The School will ensure that appropriate ongoing support is available to children affected by sexual violence or sexual harassment. Support may include pastoral care, ELSA intervention, counselling, external therapeutic services or referrals to specialist agencies. Arrangements will be regularly reviewed to ensure they remain appropriate to the child's needs.

Throughout any safeguarding process, St Michael's will adopt a child-centred approach, ensuring that decisions are made in the best interests of the child while maintaining fairness, confidentiality and respect for all those involved.

Risk Assessment and Ongoing Support

Following any report of child-on-child abuse, including sexual violence or sexual harassment, the Designated Safeguarding Lead (DSL) will complete an individual risk assessment to determine the most appropriate safeguarding response. The risk assessment will be proportionate to the nature of the concern and will be regularly reviewed as circumstances change.

The primary purpose of the risk assessment is to ensure that all children involved remain safe and are able to continue their education in an environment where they feel protected, supported and listened to.

The risk assessment may consider:

- the nature, seriousness and context of the incident;
- the ages, developmental stages and needs of the children involved;



- whether there have been any previous concerns or patterns of behaviour;
- the ongoing safety and wellbeing of the child who has experienced the behaviour;
- the needs and welfare of the child displaying the behaviour;
- whether other pupils may also be at risk;
- whether the incident is isolated or part of a wider safeguarding concern;
- whether external agencies should be involved; and
- whether any adjustments are required to the school day, supervision arrangements or curriculum.

Where appropriate, the School will develop a safety and support plan for one or more pupils. This may include:

- increased pastoral support;
- regular check-ins with a trusted adult;
- adjustments to timetables or supervision arrangements;
- separation of pupils where appropriate;
- ELSA intervention;
- school counselling;
- referrals to external agencies or therapeutic services; and
- ongoing communication with parents or carers, where appropriate.

The School recognises that support should be evidence-informed, proportionate and tailored to the individual needs of each child. Early intervention is often key to preventing behaviours from escalating and helping children develop healthy, respectful relationships.

The DSL will work closely with relevant staff to monitor the effectiveness of any support provided and will review safeguarding arrangements regularly. Where concerns continue or increase, the School will seek advice from or refer to the Children and Family Hub, Jersey Police or other appropriate agencies.

Where a pupil transfers to another educational setting and safeguarding information indicates a risk to the child or to others, the DSL will ensure that relevant safeguarding information is shared promptly, lawfully and proportionately with the receiving setting. The DSLs from both settings will communicate directly, where appropriate, to ensure that suitable safeguarding measures and support plans can be implemented from the child's first day.

Throughout this process, the School will maintain a child-centred approach, ensuring that the wishes and feelings of children are considered alongside the need to safeguard all members of the school community.

5.3 Child Exploitation

St Michael's recognises that all children are potentially at risk of child criminal exploitation (CCE) and child sexual exploitation (CSE). Child exploitation is a form of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity. Exploitation can occur in person or online and may involve violence, intimidation, threats, coercion or grooming.

The School recognises that children involved in exploitation may not always recognise themselves as victims. They may appear to consent to their involvement or may be criminalised for actions they have taken whilst under coercion or control. Staff should always



consider whether a child displaying concerning behaviour may themselves be experiencing exploitation or abuse.

Child exploitation can be committed by individuals acting alone or by organised criminal networks or gangs. Older children involved in antisocial behaviour or group or gang activity may place younger siblings or peers at increased risk of violence, criminal exploitation or grooming. Female siblings, friends and other children may also be at increased risk of sexual exploitation or sexual violence associated with these groups.

Children who are being exploited may:

- go missing from home, school or care;
- associate with older individuals or groups;
- experience changes in behaviour, presentation or friendships;
- possess unexplained money, gifts or expensive items;
- carry weapons or become involved in violence;
- become involved in drug-related activity;
- appear fearful, anxious or controlled by others;
- be reluctant to explain injuries or changes in behaviour;
- experience declining attendance or engagement with education.

Staff should remain professionally curious and be alert to patterns of behaviour or changes which may indicate that a child is being exploited.

The School also recognises that serious violence remains a safeguarding concern. Serious violence may include physical assault, carrying, threatening with or using weapons and may be linked to peer conflict, bullying, criminal exploitation or organised crime. Staff should immediately report any concerns that a child is carrying, using or intends to carry a weapon to the Designated Safeguarding Lead (DSL).

The DSL will assess the risk to the individual child and others within the school community and, where appropriate, develop a safety and support plan. The School recognises that children involved in serious violence may themselves be vulnerable and require safeguarding intervention.

Where there are concerns regarding child exploitation, serious violence or associated safeguarding risks, the School will work closely with parents, the Children and Family Hub, Jersey Police and other relevant agencies to safeguard the child and reduce future risk.

St Michael's has an important role in educating pupils about healthy relationships, online safety, criminal exploitation, child sexual exploitation and keeping themselves safe. These topics are delivered through the PSHE curriculum, Relationships Education, online safety education and the wider safeguarding curriculum in an age-appropriate manner.

Any member of staff who has concerns or suspicions regarding child criminal exploitation, child sexual exploitation, serious violence or associated safeguarding risks must report these immediately to the DSL or Deputy DSL. Where appropriate, referrals will be made to the Children and Family Hub and/or Jersey Police in accordance with local safeguarding procedures.



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.

5.4 Sharing Nudes and Semi-Nudes

St Michael's recognises that the consensual and non-consensual creation, possession and sharing of nude and semi-nude images or videos between children is a safeguarding issue which requires an immediate and proportionate response. Such incidents should never be viewed simply as a disciplinary matter.

All staff should be aware that children may create or share images voluntarily, under pressure, through coercion, as part of exploitation or abuse, or without fully understanding the potential consequences. A child who has created, shared or been depicted in a nude or semi-nude image should always be considered a potential victim and treated with sensitivity and respect.

Where a member of staff becomes aware of an incident involving nude or semi-nude images, they should:

- remain calm and reassure the child;



- avoid expressing shock, blame or judgement;
- not view, copy, print, share or forward the image unless there is no alternative to safeguard the child;
- not ask the child to share or download the image;
- not delete the image before seeking advice from the Designated Safeguarding Lead (DSL), as it may be required as evidence;
- record the concern accurately; and
- report the matter immediately to the DSL.

The DSL will assess each incident individually, considering:

- the age and developmental stage of the children involved;
- whether the image has been shared further;
- whether coercion, exploitation, threats or abuse are involved;
- whether there is an imbalance of power;
- whether an adult is involved;
- whether the child is at risk of significant harm; and
- whether the incident forms part of a wider pattern of harmful sexual behaviour or exploitation.

The School will manage incidents in accordance with national guidance and local safeguarding procedures. Depending on the circumstances, the DSL may:

- manage the incident internally through pastoral and safeguarding support;
- complete a safeguarding risk assessment;
- consult with or refer to the Children and Family Hub;
- seek advice from or make a referral to Jersey Police;
- involve other specialist agencies where appropriate; and
- work with parents or carers, unless doing so would place a child at increased risk of harm.

The School recognises that children involved in sharing nude or semi-nude images may themselves be victims of abuse, exploitation, coercion or harmful peer pressure. Appropriate support will therefore be offered to all children involved, alongside any necessary safeguarding action.

The creation, possession or distribution of indecent images of children may constitute a criminal offence. However, the School recognises that a proportionate safeguarding response is required and that the primary focus should always be on protecting children from harm and reducing future risk.

Incidents involving the sharing of nude or semi-nude images will be recorded securely within the School's safeguarding recording system. The DSL will ensure that any ongoing support, monitoring and risk management arrangements are regularly reviewed.

The School delivers age-appropriate education through Relationships Education, PSHE and Online Safety lessons to help pupils understand healthy relationships, consent, privacy, respectful online behaviour, digital responsibility and the risks associated with creating or sharing intimate images.



5.5 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.

If the DSL has concern about a child becoming radicalised, they will contact the Child and Family Hub or the DSO for CYPES in the first instance without notifying the parents or carers. At the early stages of any police investigation, it is vital that the police complete their preliminary inquiries and research before speaking with parents or carers, or anyone else living within the household.

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.

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.

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.

5.6 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. Children may experience domestic abuse directly, indirectly through witnessing abuse, or through living in an environment where coercive control is present.

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.

5.7 Serious Violence

St Michael's School recognises that serious violence is a safeguarding concern and that children may be at risk of becoming victims of, or involved in, serious violence. This may include physical assault, carrying, threatening with or using weapons, and involvement in peer conflict, bullying or criminal exploitation.

Staff should be alert to the signs and risk factors associated with serious violence, particularly where pupils have experienced disrupted education, previous behavioural concerns, exploitation or other safeguarding vulnerabilities. Staff should also remain vigilant during times when pupils may be at increased risk, including immediately before and after the school day.

Any concerns that a pupil may be carrying a weapon, has used a weapon, or has expressed an intention to use a weapon must be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will assess the level of risk to the pupil and others, implement appropriate safeguarding and support measures, and make referrals to the Children and Family Hub, Police or other relevant agencies where necessary.

The School recognises the importance of early intervention and will provide appropriate pastoral, therapeutic and behavioural support wherever possible to reduce risk and promote positive outcomes for all pupils.

5.8 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).

5.9 Digital Safeguarding (E-Safety), Filtering and Monitoring

The School has a duty of care to safeguard and promote the welfare of all pupils, including protecting them from harm when using technology. Digital safeguarding (also referred to as online safety or e-safety) is an integral part of the School's safeguarding responsibilities. As technology continues to evolve rapidly, the School actively monitors emerging risks and ensures appropriate systems, education and support are in place to help pupils use technology safely and responsibly.

The breadth of online safety issues can be categorised into four main areas of risk:

Content – being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism,



misinformation, disinformation (including fake news) and conspiracy theories.

Contact – being subjected to harmful online interaction with others, including peer pressure, commercial advertising, adults posing as children or young people, grooming, coercion, exploitation (including sexual, criminal or financial exploitation), and inappropriate online relationships.

Conduct – online behaviour that increases the likelihood of, or causes, harm. This includes online bullying, sharing or receiving inappropriate images, consensual and non-consensual sharing of nude and semi-nude images, abusive online behaviour, and inappropriate use of technology.

Commerce – risks associated with online gambling, phishing, financial scams, inappropriate advertising, fraudulent websites and other forms of online exploitation.

Misuse of Pupil Images

The School recognises the increasing safeguarding risks associated with the misuse, manipulation and sharing of children's images online, including the use of Artificial Intelligence (AI) to generate altered or fabricated ("deepfake") images.

To minimise these risks, the School will:

- obtain appropriate parental consent before using pupil images;
- use group photographs or images that minimise unnecessary identification of individual pupils wherever appropriate;
- avoid publishing images that could increase safeguarding risks;
- ensure images are stored securely;
- use secure school platforms;
- ensure staff only use school-owned devices to capture and store pupil images;
- respond promptly to any concerns regarding the misuse or manipulation of pupil images in accordance with safeguarding procedures.

Further guidance is available from the UK Safer Internet Centre, the NSPCC and the National Crime Agency.

Filtering and Monitoring

To safeguard children from harmful online content, the School maintains effective filtering and monitoring systems which are reviewed regularly.

The School ensures that:

- all staff understand and comply with the ICT Acceptable Use Policy;
- only school-owned or authorised devices are used within school;
- pupils do not bring mobile phones onto site, except where agreed as a reasonable adjustment or for medical purposes;
- pupils use School-managed Chromebooks connected to the School's secure network both on and off site;



- parents are regularly reminded of the importance of online safety and safe technology use at home;
- staff use School email accounts and School devices rather than personal devices for professional communication;
- staff always check the list of pupils whose images must not be published before photographs are shared on the School website or social media;
- online safety is taught as part of the PSHE programme.

The School uses Lightspeed Alert as its filtering and monitoring system. Lightspeed monitors pupil activity on School devices, both in and outside school, identifying potentially harmful online behaviour and automatically notifying the IT Manager and Designated Safeguarding Lead (DSL). High-risk alerts are additionally reviewed by Lightspeed's trained safeguarding specialists 24 hours a day.

Where an alert indicates a potential safeguarding concern, the DSL or Deputy DSL will speak with the pupil at the earliest opportunity. If concerns remain following this discussion, the matter will be managed in accordance with the School's safeguarding procedures.

Filtering and monitoring arrangements are reviewed regularly by the DSL, IT Manager and Senior Leadership Team to ensure that systems remain effective, proportionate and responsive to emerging online risks. Governors receive appropriate assurance that filtering and monitoring arrangements remain suitable and effective.

Staff should remain professionally curious about pupils' online lives and report any concerns regarding harmful online behaviour, exploitation, online relationships, misuse of technology or inappropriate online content to the DSL without delay.

Use of Generative Artificial Intelligence (AI)

The School recognises that generative Artificial Intelligence (AI), including large language models, image generators and similar technologies, presents both educational opportunities and safeguarding risks.

AI may expose children to inaccurate or misleading information, harmful content, manipulated images, inappropriate conversations or facilitate bullying, exploitation, grooming and other online harms.

Staff must never upload confidential or personally identifiable information relating to pupils, families or colleagues into publicly available AI platforms.

Any educational use of AI must be:

- age-appropriate;
- supervised by staff;
- proportionate;
- consistent with the School's safeguarding, data protection and acceptable use policies.

Pupils are taught about the responsible, ethical and safe use of AI, including:

- recognising misinformation;



- understanding that AI-generated content may be inaccurate or manipulated;
- protecting personal information;
- critically evaluating online information.

Any safeguarding concerns arising from a pupil's use of AI, whether inside or outside school, will be managed in accordance with the School's Child Protection Policy.

Online Safety Education

Online safety education is embedded throughout the curriculum, including Computing, PSHE, assemblies and dedicated online safety events. Pupils are taught how to stay safe online, develop respectful online behaviours, recognise risks, seek help and report concerns. The curriculum is regularly reviewed to reflect emerging online safeguarding risks and new technologies.

Additional Early Years Procedures

Children within the Early Years Foundation Stage (EYFS) are always supervised when accessing technology or the internet.

The same filtering and monitoring systems apply to EYFS devices.

Staff will:

- model safe and appropriate technology use;
- teach simple, age-appropriate online safety through discussion and supervised activities;
- work in partnership with parents to promote safe technology use both at home and at school;
- use only School-owned devices to take photographs or videos of children;
- use Guided Access or equivalent electronic locking systems on iPads to ensure children can only access the intended application;
- never provide personal contact details to parents or pupils, with all professional communication taking place through School systems;
- report any safeguarding concerns identified through social media or technology immediately to the DSL;
- not use personal mobile phones within the EYFS setting.

Staff recognise that even very young children are increasingly exposed to internet-enabled devices at home and therefore seek to develop safe digital habits from an early age.

Mrs Fiona Green is the designated safeguarding practitioner responsible for safeguarding within the EYFS provision.

Further information can be found in [Safeguarding Children and Protecting Professionals in Early Years Settings - Online Safety Considerations](#).



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

Section 6: Safeguarding Practice and Safe School Procedures

6.1 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.

6.2 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.

6.3 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.

6.4 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. Staff who organise



the visiting speaker should fill out a Visiting Speaker form and send this to the DSL for approval. We may also run internet checks and confirmation from employers.

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 3) will be completed and added to the Single Central Register.
- Volunteers will be asked to read our Safeguarding “Quick Guide” (see Appendix 3), 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.
- Regular visiting professionals attending school will be asked to complete the Regular External Provider Registration Form (Appendix 3). These details will be added to the Single Central Register.
- Visiting Professionals will be asked to read our Safeguarding “Quick Guide” (see Appendix 4), 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.



6.5 Physical Intervention and Restraint

St Michael's School is committed to promoting positive behaviour and reducing the need for physical intervention wherever possible. Physical intervention or restraint will only be used as a last resort, after appropriate behaviour management and de-escalation strategies have been attempted or considered, and only where it is reasonable, proportionate and necessary to prevent harm.

The School follows the CYPES Positive Behaviour and Exclusions Policy and has regard to the Department for Education guidance Restrictive Interventions and the Use of Reasonable Force in Schools (or its current successor guidance) when managing incidents involving physical intervention.

The School recognises that:

- physical restraint always carries a risk of physical or emotional harm to both the child and the member of staff;
- inappropriate, unnecessary or excessive use of restraint may result in allegations of assault or professional misconduct;
- only staff who are appropriately trained should use physical intervention where this forms part of their role; and
- any use of physical intervention that causes injury or significant distress to a child may be considered under safeguarding and/or disciplinary procedures.

Whenever physical intervention is used:

- the incident will be recorded promptly and accurately in accordance with the School's procedures and the CYPES Positive Behaviour and Exclusions Policy;
- parents or carers will be informed of any significant use of force or restraint as soon as reasonably practicable;
- the welfare of the child and staff involved will be considered, with appropriate support offered where necessary; and
- the incident will be reviewed to identify any lessons learned, amendments to risk assessments or behaviour support plans, and strategies to reduce the likelihood of future incidents.

The School's procedures are designed to reduce the risk of harm to children and young people whilst also reducing the likelihood of allegations being made against staff. Staff should always seek to use positive behaviour support, preventative strategies and de-escalation techniques before considering physical intervention.

6.6 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.

6.7 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.



6.8 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.

6.9 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.

Section 7: Low-Level Concerns, Whistleblowing and Allegations Against Staff

St Michael's School is committed to creating a culture of openness, transparency and accountability where all concerns about the conduct of adults working in or on behalf of the School are taken seriously and acted upon promptly. All staff, volunteers, governors, supply staff, contractors and visitors have a responsibility to report concerns without delay and should never assume that someone else will do so.

Concerns about adults generally fall into one of three categories:

- **Allegations** – concerns that meet the harm threshold and indicate that an adult working in or on behalf of the School may have harmed, or poses a risk of harm to, a child.
- **Low-level concerns** – concerns that an adult has behaved in a way that is inconsistent with the Staff Code of Conduct but does not meet the harm threshold.
- **Whistleblowing** – concerns raised in the public interest regarding wrongdoing,



unsafe practice or failures in safeguarding arrangements.

The School follows **Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings (Jersey)** together with **Keeping Children Safe in Education (Jersey)** when responding to concerns about adults working in or on behalf of the School.

7.1 Allegations Against Staff

Allegations may arise from a number of sources, including:

- a child or young person;
- a parent or carer;
- a member of the public;
- another member of staff;
- a volunteer;
- a social worker; or
- information identified during another investigation.

Any person receiving an allegation should treat it seriously, maintain an open mind and recognise that abuse can happen in any setting.

They **must not**:

- investigate the allegation themselves;
- interview the child, adult or witnesses;
- make assumptions or offer alternative explanations;
- promise confidentiality; or
- delay reporting the concern.

An allegation meets the harm threshold where an adult working in or on behalf of the School 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 they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any member of staff who becomes aware of such an allegation must report it immediately to the Headteacher.

Where the allegation concerns the Headteacher, it must be reported directly to the Chair of Governors and the Designated Safeguarding Officer (DSO).

Actions for the Headteacher

The Headteacher will not investigate the allegation before seeking advice.



Where there is an immediate risk of harm to a child, appropriate steps will be taken immediately to safeguard the child, including contacting the Police where necessary. The Children and Family Hub will be contacted, and a referral submitted where appropriate. Parents or carers will normally be informed unless doing so would place the child at increased risk or compromise a police investigation.

The Headteacher will immediately seek advice from the Designated Safeguarding Officer (DSO), who will determine whether the matter should be referred to the Jersey Designated Officer (JDO) under the Managing Allegations procedures.

Where appropriate, the Headteacher will complete a JDO referral form and maintain the Allegation Record provided by the DSO/JDO, ensuring that all actions, decisions and outcomes are fully documented.

The member of staff concerned may be asked to leave the school site whilst initial enquiries are undertaken. This is a neutral act and does not imply guilt.

Where the DSO determines that the concern does not meet the threshold for JDO involvement, it may instead be managed as a matter of professional conduct through the School's disciplinary procedures, with advice from Human Resources.

The JDO will determine whether police involvement is required and may convene an Allegations Meeting to consider the information available, determine whether further fact-finding is required and agree next steps. Internal investigations will only take place when agreed by the JDO so that any police investigation is not compromised.

Throughout the process the Headteacher will ensure that appropriate welfare support is available to both the child and the member of staff who is the subject of the allegation.

Parents will be kept appropriately informed throughout the process, whilst maintaining the confidentiality required by safeguarding and employment legislation.

Where dismissal or removal from regulated activity occurs, the School will make any required referrals to the Disclosure and Barring Service (DBS) and other relevant agencies.

Supply Staff, Volunteers and Contractors

Safeguarding responsibilities apply equally to supply teachers, trainee teachers, volunteers, contractors and all adults working on behalf of the School.

Where an allegation relates to an individual employed by another organisation, St Michael's School will work closely with the employer or agency. The School remains responsible for safeguarding children, gathering the initial facts and making referrals to the DSO, JDO, Children and Family Hub or Police where appropriate, whilst the individual's employer remains responsible for any employment procedures.

Record Keeping

All allegations will be recorded fully, including:

- the allegation;
- actions taken;



- decisions made;
- advice received;
- outcomes; and
- lessons learned.

Records will be stored securely and confidentially in accordance with the School's safeguarding and records management procedures.

7.2 Low-Level Concerns

The School promotes a culture in which all concerns about adult conduct, however small, are shared openly.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the School may have acted in a manner that:

- is inconsistent with the Staff Code of Conduct; and
- does not meet the harm threshold for managing allegations.

Examples may include:

- being over-friendly with children;
- showing favouritism;
- spending unnecessary time alone with a child behind a closed door;
- using inappropriate language;
- taking photographs on a personal device contrary to policy; or
- any other behaviour that causes a sense of unease or a "nagging doubt".

Low-level concerns may arise from observations, complaints, disclosures or information received from children, parents, colleagues or members of the public.

All staff should report low-level concerns as soon as possible using the Confide feature within MyConcern. Staff, volunteers or external providers who do not have access to MyConcern should report concerns directly to the Headteacher or DSL in person or via email.

Where concerns relate to supply staff or contractors, the School will also inform the individual's employer so that any emerging patterns of behaviour can be identified.

The Headteacher and DSL will consider each concern proportionately and determine the appropriate response. This may include:

- a professional conversation;
- guidance or training;
- increased supervision;
- formal management advice;
- referral to disciplinary procedures; or
- referral under the Managing Allegations procedures where further information indicates that the harm threshold has been met.



Records of all low-level concerns will be retained securely and reviewed regularly by the Headteacher to identify any patterns of behaviour requiring further action.

Where a concern is found to be malicious or deliberately false, appropriate action will be considered in accordance with the School's behaviour or disciplinary procedures.

7.3 Whistleblowing

The School is committed to maintaining the highest standards of integrity, openness and accountability.

Whistleblowing enables staff to raise concerns in the public interest regarding wrongdoing, unsafe practice or failures in safeguarding arrangements which may affect the welfare of children, staff or the wider school community.

Concerns may relate to:

- safeguarding failures;
- poor professional practice;
- breaches of statutory duties;
- unsafe working practices;
- conduct that places children at risk; or
- attempts to conceal wrongdoing.

Staff who raise concerns in good faith will be supported and protected from victimisation or detrimental treatment.

Raising a Concern

Staff should raise concerns directly with the Head. Where the concern relates to the Head, it should be raised with the Chair of Governors and the DSO (if it meets the harm threshold).

Concerns may be raised anonymously, although this may limit the School's ability to investigate fully. Staff may also request confidentiality and every reasonable effort will be made to protect their identity.

The Headteacher (or Chair of Governors) will meet with the individual where appropriate, record the concern and determine the most appropriate course of action.

Members of staff may be accompanied by a colleague or trade union representative during meetings held under this procedure.

Investigation

The Headteacher (or Chair of Governors) will normally carry out an initial assessment within ten working days.

Where the concern relates to safeguarding and meets the harm threshold, it will immediately be managed in accordance with Section 7.1 Allegations Against Staff.



Where the concern does not meet the safeguarding threshold, it will be investigated internally under the School's disciplinary, grievance or other appropriate procedures, with advice from Human Resources where required.

Where a concern is found to have been raised maliciously or for personal gain, disciplinary action may be considered.

Escalation

Where a member of staff feels unable to raise concerns internally, or believes concerns have not been appropriately addressed, they may contact:

- the Designated Safeguarding Officer (DSO);
- CYPES;
- the Children and Family Hub;
- the Jersey Safeguarding Partnership Board through the Managing Different Professional Views procedure; or
- the NSPCC Whistleblowing Advice Line.

The Governing Body will receive anonymised reports on whistleblowing investigations where appropriate, together with any lessons learned to strengthen safeguarding practice.



Section 8: Safeguarding and Child Protection Training

New Staff

All new members of staff receive safeguarding and child protection training as part of their induction before working unsupervised with pupils. This includes:

- Face-to-face safeguarding and child protection training delivered by the Designated Safeguarding Lead (DSL).
- Completion of the Jersey Safeguarding Partnership Board Foundation Safeguarding online training.
- Reading and signing to confirm they have understood:
 - St Michael's Safeguarding and Child Protection Policy;
 - Keeping Children Safe in Education (current version) Part One (DfE)
 - Jersey's Keeping Children Safe in Education (current version)
 - Staff Behaviour (Code of Conduct) Policy;
 - Missing Child Policy;
 - Low Level Concerns and Whistleblowing Policy
 - Health and Safety Policy
 - Anti-bullying Policy (teaching staff and teaching assistants)
- Ensuring they know the identity and contact details of the DSL and Deputy DSLs.

Current Teaching Staff, Teaching Assistants and Administration Staff

Teaching staff, teaching assistants and administration staff receive regular safeguarding and child protection training (including online safety) to ensure they have the knowledge and skills to safeguard children effectively.

This includes:

- Face-to-face safeguarding and child protection training delivered by the DSL or DSO at least every two years (although this is normally delivered annually).
- Regular safeguarding updates throughout the year, including updates via staff meetings, email, briefings or other appropriate methods.
- Completion of approved online safeguarding training if face to face training is not delivered that year.
- Annual confirmation that they have read and understood the current version of:
 - St Michael's Safeguarding and Child Protection Policy; and
 - Keeping Children Safe in Education Part One (current version)
 - Jersey's Keeping Children Safe in Education (current version)
- Additional safeguarding CPD, as required, including specialist training such as the Prevent Duty, online safety, child-on-child abuse or other emerging safeguarding issues.

Site Staff, Domestic Staff and Kitchen Staff

Site staff, domestic staff and kitchen staff receive safeguarding training appropriate to their



roles.

This includes:

- Face-to-face safeguarding and child protection training delivered by the DSL or DSO at least every two years (although this is normally delivered annually).
- Regular safeguarding updates throughout the year, including updates via staff meetings, email, briefings or other appropriate methods.
- Completion of approved online safeguarding training if face to face training is not delivered that year.
- Annual confirmation that they have read and understood the current version of:
 - St Michael's Safeguarding and Child Protection Policy; and
 - Keeping Children Safe in Education Part One (current version)
 - Jersey's Keeping Children Safe in Education (current version)
- Knowing the identity of the DSL and Deputy DSLs and understanding how to report safeguarding concerns immediately.

Temporary Staff, Volunteers and Contractors

Temporary staff, volunteers and contractors have the same responsibility as permanent staff to safeguard and promote the welfare of children.

Before commencing work at St Michael's School, they will receive an appropriate safeguarding induction relevant to their role, including:

- The identity and contact details of the DSL and Deputy DSLs.
- Information on how to recognise and report safeguarding concerns, including concerns about another member of staff.
- Access to the School's Safeguarding and Child Protection Policy (or relevant safeguarding information appropriate to their role).
- Information about the Staff Behaviour (Code of Conduct) Policy.
- Information about whistleblowing procedures.
- Information relating to online safety, child-on-child abuse, children missing education and the Prevent Duty, where appropriate.
- Emergency procedures and expectations regarding professional conduct.

Where temporary staff are supplied through an employment agency, St Michael's School will ensure they receive the appropriate safeguarding information and know how to report concerns. Where safeguarding concerns or allegations arise, the School will work closely with the supplying agency whilst retaining responsibility for managing the safeguarding process and making any necessary referrals.

Designated Safeguarding Lead (DSL)

The DSL will:

- Complete Level 3 Designated Safeguarding Lead training at least every two years.
- Attend regular safeguarding training provided through the Jersey Safeguarding Partnership Board and other recognised providers to maintain up-to-date knowledge and skills.



- Keep fully informed of changes to safeguarding legislation, statutory guidance and local procedures.
- Undertake Prevent Duty training at least every two years.
- Undertake online safety and filtering and monitoring training at least every two years.
- Attend any additional safeguarding training required to fulfil the role effectively.
- Ensure safeguarding knowledge is refreshed regularly through continuous professional development.
- The DSL should undertake training on understanding the unique risks associated with online safety, filtering and monitoring, and information sharing

Deputy Designated Safeguarding Leads (Deputy DSLs)

Deputy DSLs will:

- Complete Level 3 Designated Safeguarding Lead training at least every two years.
- Attend regular safeguarding training provided through the Jersey Safeguarding Partnership Board and other recognised providers.
- Keep fully informed of changes to safeguarding legislation, statutory guidance and local procedures.
- Undertake Prevent Duty training at least every two years.
- Undertake online safety and filtering and monitoring training at least every two years.
- Attend any additional safeguarding training required to fulfil their role effectively.
- Ensure safeguarding knowledge is refreshed regularly through continuous professional development.

Governors

Governors receive safeguarding and child protection training appropriate to their strategic responsibilities.

This includes:

- Safeguarding induction training upon appointment.
- Meeting with the DSL as part of their induction.
- Safeguarding training at least every two years to enable them to provide strategic challenge and assure themselves that safeguarding arrangements are effective.
- Annual review of the School's Safeguarding and Child Protection Policy.
- Remaining familiar with statutory safeguarding guidance relevant to their governance responsibilities.

The nominated Safeguarding Governor will meet regularly with the DSL to monitor safeguarding arrangements and report to the Governing Body where appropriate.

Additional Training

All staff may be required to undertake additional safeguarding training where appropriate to their role or where emerging safeguarding issues, changes to statutory guidance or local safeguarding priorities require further professional development.



Section 9: Appendix:

Appendix 1: Reporting a safeguarding concern My Concern:

THE SAFEGUARDING COMPANY
Part of tes

Report a Concern

My Establishments

- ☆ St Michael's Preparatory School
Safeguarding Concerns **Report a Concern**
- ☆ St Michael's Preparatory School
Staff Safeguarding

Features

- [Safeguarding Concerns](#)
- [Community Reporting](#)
- [User Management](#)

Safeguarding Resources

Safeguarding advice hub

For additional safeguarding support, visit our safeguarding advice hub. You'll find the latest news, resources and tools to help ensure the safety of all your students.

Safeguarding blogs

Stay informed with our blogs, featuring the latest topics and insights in school safeguarding. Discover expert advice and learn how our products can support your school's safeguarding efforts.

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

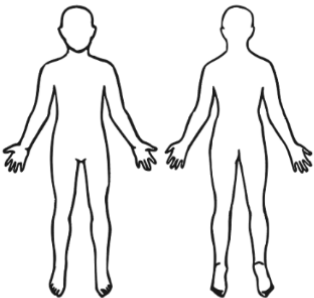
Attachment

Select File

 Please attach any media that is relevant to this concern.

Submit Concern

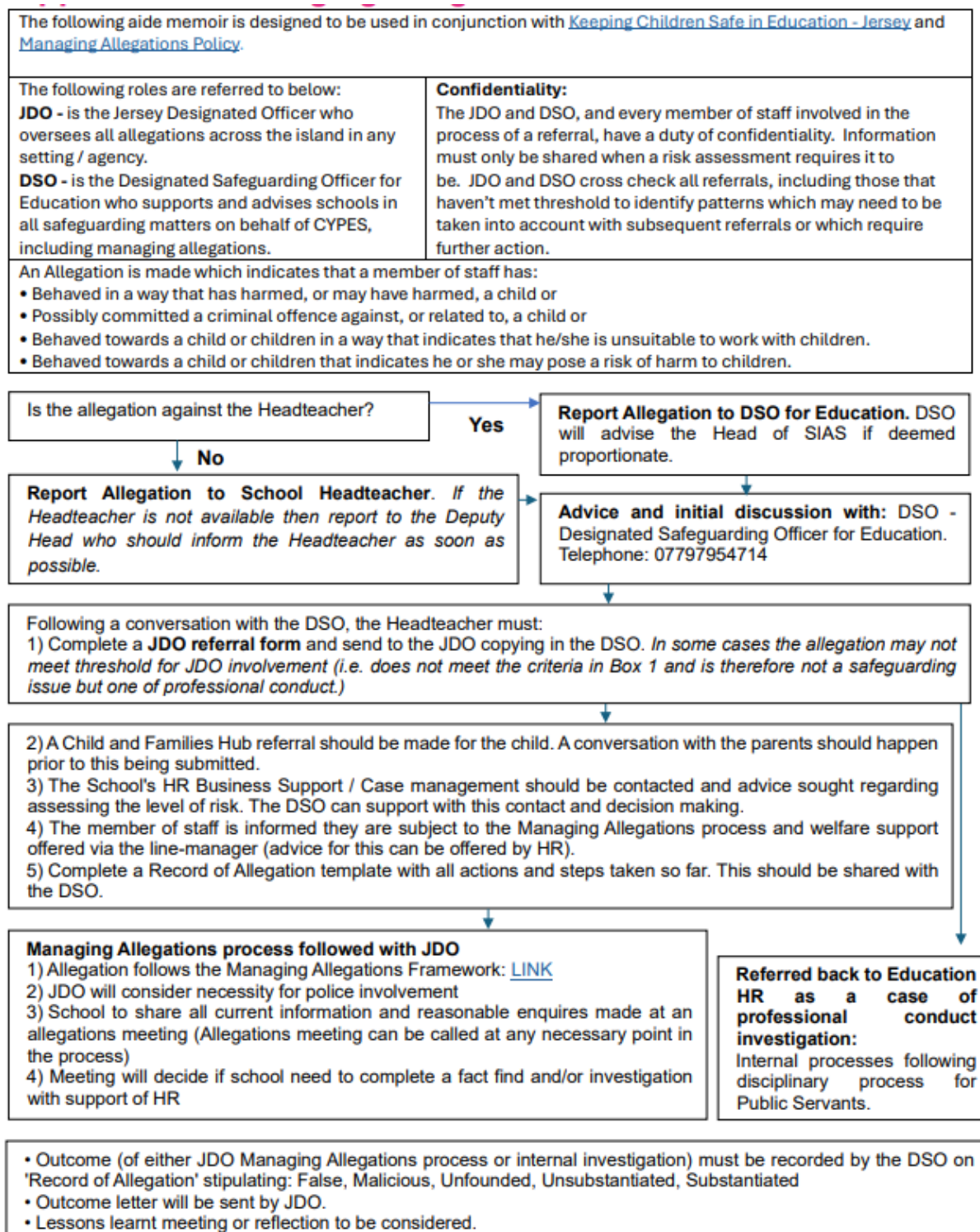
If you are not able to access My Concern, the following form can be found in the staff room:

 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:	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. - 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.		
PTO 			
Reported to: (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.)		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: Allegations against staff (schools), Quick Reference Flowchart (KCSIE, Jersey 2025)





Appendix 3: 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:
I can confirm since my most recent DBS check, I have not received any criminal convictions against me (or I have declared these). I agree to sign in and out at the School Office at each visit and collect a blue lanyard. 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. Signed _____ Date _____	

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 4: 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.



Visitor Procedures

- Sign in at Reception and wear your visitor lanyard at all times.
- Visitors wearing a red lanyard must remain with their designated member of staff throughout their visit.
- Regular volunteers and external providers must complete the appropriate registration process and provide DBS/identity documentation where required.
- Sign out before leaving the site.

What is Safeguarding?

Safeguarding means:

- protecting children from abuse and neglect;
- preventing harm to children's physical and mental health or development;
- ensuring children grow up in safe and effective care;
- providing early help when concerns arise; and
- enabling every child to achieve the best possible outcomes.

Possible Signs of Abuse or Neglect

You may notice:

- physical injuries;
- changes in behaviour or presentation;
- emotional distress;
- worrying comments or disclosures;
- neglect or poor care;
- concerning online behaviour.

Harm can occur:

- at home;
- within the community;
- online;
- from another child;
- from a member of staff or volunteer; or
- from any adult.

If in doubt, report your concern.

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



If you have any safeguarding concern:

- Report it immediately to a member of the Safeguarding Team.
- Do not investigate the concern yourself.
- Do not question the child in detail.
- Record only what you have seen or heard.

Visitors and volunteers should complete an Orange Safeguarding and Child Protection Concern Form, available at all times in the Staff Room, and pass it immediately to the Designated Safeguarding Lead or a Deputy DSL.

Please date, time and sign your record.

If a child discloses abuse to you

If a child chooses to tell you something:

- Stay calm and listen carefully.
- Take what they say seriously.
- Reassure them that they have done the right thing by telling you.
- Do not promise confidentiality.
- Do not ask leading questions or investigate.
- Explain that you will need to share the information with people who can help keep them safe.
- Record the child's own words wherever possible.
- Report the concern immediately to the Safeguarding Team.

Low-Level Concerns and Whistleblowing

If you witness behaviour by an adult that seems inconsistent with professional boundaries or gives you a "nagging doubt", even if it does not appear to be a safeguarding allegation, please report it to the Designated Safeguarding Lead or the Headteacher.

If your concern relates to the conduct of a member of staff, report it to the Headteacher.

If your concern relates to the Headteacher, report it to the Chair of Governors.

If you feel unable to raise a concern within the School, or believe it has not been taken seriously, you may contact the Children and Family Hub, the Designated Safeguarding Officer (DSO) or the NSPCC Whistleblowing Helpline.

Prevent Duty

Schools have a legal duty to help prevent children from being drawn into extremism or terrorism.

Possible indicators may include:



- sudden changes in behaviour or friendship groups;
- increasingly secretive behaviour;
- accessing extremist material online;
- expressing extremist views;
- encouraging violence or intolerance.

If you have any concerns, report them immediately to the Safeguarding Team.

Online Safety

To help keep our pupils safe:

- Please keep mobile phones out of sight whilst working around pupils.
- Do not use your mobile phone except in the Staff Room.
- Never photograph or film pupils using a personal device.
- Never share personal contact details with pupils.

First Aid

If a pupil becomes ill or is injured:

- Take them to the Medical Room or School Office; or
- Ask another member of staff or pupil to fetch Sister Carey or another qualified First Aider.

Personal Medication

Please ensure all personal medication is stored securely and is never accessible to children.

Fire Procedure

If the fire alarm sounds:

- Leave the building immediately using the nearest fire exit.
- Report to the Main Playground, in front of the slide.
- Follow instructions from Fire Marshals.

If you discover a fire:

- Activate the nearest fire alarm.
- Evacuate immediately.
- Report to the assembly point.

Smoking



Smoking and vaping are not permitted anywhere on the School site.

Remember

- ✓ If in doubt, report it.
- ✓ Never promise confidentiality to a child.
- ✓ Never investigate concerns yourself.
- ✓ Record facts, not opinions.
- ✓ Report concerns immediately.

Every adult has a responsibility to safeguard children. Your actions could make a lifelong difference to a child.