



Well-being and achievement are at the heart of Grouville School so that we can all develop as Life Long Learners and take responsibility for ourselves and the community



Grouville School Child Protection Policy 2018

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Everyone who works with children should do what is best for each child.

Article 9: Your right to be with your parents if this is what's best for you

Article 12: Your right to say what you think should happen and be listened to

Article 19: You should not be harmed and should be looked after and kept safe.

Article 33: You should be protected from dangerous drugs

Article 34: The government should protect children from sexual abuse

Article 35: You have a right not to be sold

Article 36: You should be protected from doing things that could harm you.

Article 39: Children should get special help if they have been abused

At Grouville School, the health, safety and emotional well-being of all children is of paramount importance. Children have the right not to be harmed and should be looked after and kept safe (Article 19). Parents send their children to school each day with the expectation that we will provide a secure environment in which their children can flourish.

The staff of Grouville Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, PSHCE, within our ethos as a Rights Respecting School and within the safety of the physical environment provided for the pupils.

"Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." - Keeping Children Safe in Education (KCSiE) DfE September 2016

A welcome sheet, located on signing in, communicates a summary of our Child Protection Policy to visitors in school - including the names of the Designated Safeguarding Leads (DSLs), a reminder of confidentiality and appropriate behaviour etc. (Appendix 1).

Induction training is essential for all new staff, especially NQTs/students/regular helpers, and can be provided by the Senior Leadership Team (SLT).

Links with other Policies

The Child Protection Policy has obvious links with the wider Safeguarding agenda and staff should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:

- Attendance
- Behaviour
- Confidentiality
- Counter-Bullying
- Digital Safeguarding
- Educational visits
- Inclusion & SEND
- Positive Mental Health & Well being
- PSHCE
- Restraint
- Safeguarding
- Staff Handbook

Grouville School recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school and college staff should be prepared to identify children who may benefit from Early Help.
- All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support that matches their individual needs, including those who may have experienced abuse.

Aims:

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse

- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Providing support and interventions to meet individual needs

In-school procedures for protecting children:

All staff and visitors will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2016)
- Be familiar with the school's Child Protection Policy including issues of confidentiality.
- Remember that the child's welfare and best interests must be the paramount consideration at all times.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. (Appendix 2) for current definitions of abuse and examples of harm.
- Record concerns on a 'Safeguarding Concern' (pink) form (Appendix 3). Blank copies of the 'Safeguarding Concern' form are available from the Staffroom and within the Teacher Shared - Staff - Child Protection, which, once completed, must be handed to the DSLs: Nichola Turner or Debbie Buesnel.
- Deal with a disclosure of abuse from a child in line with the recommendations in (Appendix 4). These must be passed to the DSL immediately, along with/ followed by a completed 'Safeguarding Concern' form. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be prepared to identify children who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, parent helpers, volunteers etc.

Responsibilities of the Designated Safeguarding Lead (DSL)

- The DSLs are Nichola Turner (Head Teacher) and Debbie Buesnel (SLT). They are responsible for co-ordinating all child protection activity.

- Where the school has concerns about a child, the DSLs will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- DSLs are responsible for referring all cases of suspected abuse to the Multi Agency Safeguarding Hub (MASH - tel: 519000) If DSLs are not available SLT will complete the MASH referral.
- Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.
- Once a child protection Safeguarding Concern Form has been passed to the DSL, this will be added or used to start an individual or family Child Protection File which will be kept secure and confidential in the child's school records. Responses and outcomes will be added to the Child Protection file and an electronic Chronology (Appendix 5) will be created to log events, concerns and external agency involvement (if appropriate).
- Child Protection Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to Child Protection files by staff other than the DSLs is restricted.
- DSLs must understand the assessment process for providing Early Help and intervention, for example common and shared assessment processes such as early help assessments.
- DSLs must have a working knowledge of how a Child Protection Case Conference and a Child Protection Review Conference are conducted and be able to attend and contribute to these effectively when required to do so.
- DSLs must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's Child Protection Policy and procedures, including new and part time staff.
- DSLs must be alert to the specific needs of children in need, those with special educational needs and young carers.
- DSLs must obtain access to resources and attend any relevant or refresher training courses.
- DSLs must encourage a culture of listening to children amongst all staff.

- DSLs must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

Raising Awareness

The DSLs should ensure the school's policies are known and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly.
- Ensure the Child Protection Policy is published on the school website, available publicly and parents are aware of the fact that referrals about suspected abuse, or neglect may be made and the role of the school in this.
- We work in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to children who have experienced domestic violence/abuse in their household. MASH will share police information of all domestic incidents where one of our children has been present with the DSLs in school. On receipt of any information, the DSLs will decide on the appropriate support the child requires. We will record this information and store it securely.
- Link with the Education Department to make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child Protection Records

Child protection records are held securely (paper or electronic) with restricted access:

- Chronology
- All completed Safeguarding Concern forms
- All completed Information Gathering forms (Appendix 6)
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to MASH, other external agencies or education-based services.
- Minutes or notes of meetings, e.g. Child Protection Conferences, Core Group meetings, etc.
- Formal plans for or linked to the child, e.g. Child Protection Plans, Early Help (previously known as CAF's), risk assessments etc.

Where children leave, the school will ensure that the Child Protection File is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days.

If a parent chooses to electively Home School their child, the Child Protection Record must be forwarded to [Shirley Dimaro, Designated Safeguarding Officer, Education Department, PO Box 142, Highlands Campus, JE4 8QJ, Tel: +44 \(0\)1534 449477, Email: \[s.dimaro@gov.je\]\(mailto:s.dimaro@gov.je\)](#)

When a DSL member of staff resigns their post or no longer has Child Protection responsibility; there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Head Teacher to ensure that the new post holder is fully conversant with all procedures and case files.

Children's and parents' access to Child Protection Files

Under the Data Protection Law, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a Child Protection File has a right to request access to it. In addition, parents also have the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records.

Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child
- is likely to prejudice an on-going criminal investigation
- information about the child also relates to another person who could be identified from it, or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the States of Jersey.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the School's Advisor/ Education Welfare Officer.

Safe Destruction of the Pupil Record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Law or they will contain information which is confidential to school or the Education Department.

Information sharing

When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Services, police and health

professionals. If DSL's are in doubt, they should consult [Shirley Dimaro, Designated Safeguarding Officer, Education Department, PO Box 142, Highlands Campus, JE4 8QJ, Tel: +44 \(0\)1534 449477, Email: \[s.dimaro@gov.je\]\(mailto:s.dimaro@gov.je\)](#)

On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the DSL's to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from [Shirley Dimaro, Email: \[s.dimaro@gov.je\]\(mailto:s.dimaro@gov.je\)](#)

The Police are allowed access to school records in certain circumstances such as criminal investigations. They must provide and Article 42. If you have any queries regarding Police access to any school records please contact [Shirley Dimaro, Designated Safeguarding Officer, Education Department, Tel: +44 \(0\)1534 449477, Email: \[s.dimaro@gov.je\]\(mailto:s.dimaro@gov.je\)](#) for advice.

Working with parents and other agencies to protect children

Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the Safeguarding procedures and contact MASH to discuss concerns.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where MASH has advised us not to contact a parent, or when a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our Child Protection Policy through: the website, newsletters etc. A Safeguarding/Child Protection statement is prominent in the school office area.

Multi-agency work

We work in partnership with other agencies in the best interests of the children.. Referrals to MASH should (wherever possible) be made, by the DSLs, to the MASH team (**519000**). Where a child already has a Child Protection Social Worker, the school will immediately contact the social worker involved or in their absence, the team manager of the Child Protection Social Worker.

The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Early Help or Family Support Meetings.

We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The Curriculum

Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), preventing radicalisation, peer on peer abuse and anti-bullying.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSCHCE, Art and assemblies.

Other areas of work

All our policies that address issues of power and potential harm, e.g. Counter Bullying, Equal opportunities, Restraint, Behaviour, will be linked, to ensure a whole school approach.

Our Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

Our Role in Supporting Children

We will offer appropriate support to individual children who have experienced abuse or who have abused others - well-being, counselling etc.

Children with Additional Needs

Grouville School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need; those living with domestic violence or drug/alcohol abusing parents; etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a Child Protection Plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the SLT.

Children in Specific Circumstances

This school follows best practice procedures and will, where necessary, have due regard to the latest Jersey guidance (but will also be aware of the latest UK government guidance) for children in specific circumstances as outlined below.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- trafficking

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

Female Genital Mutilation: The Mandatory Reporting Duty (UK)

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the Police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate (KCSiE, September 2016).

Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of

radicalisation. Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy. It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could also be a colleague) they should seek advice appropriately with the DSL who should contact the Education Department via our School Advisor.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Effective Early Help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure as a minimum that the Headteacher undertakes Project ARGUS training and is

able to provide advice and support to other members of staff on protecting children from the risk of radicalisation and terrorist attacks.

Peer on Peer Abuse

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others MASH referral must be made. Good practice dictates that there should be a co-ordinated multi-agency approach to respond to their needs.

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

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect.

We will comply with our statutory duty to inform the Education Welfare Officer of any pupil who falls within the reporting notification requirements (EWO: Ali Moffat 077978 277009)

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a Safeguarding Concern Form and pass onto the designated member of staff for child protection.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.

A copy of the CSE checklist tool for partners can be obtained from: <http://www.leedslscb.org.uk/LSCB/media/Images/CSE-Checklist-Toolfor-Partner-Agencies.docx>

Safer Recruitment, Selection and Pre-Employment

Grouville pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures.

The Education Department (HR) maintains a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training. Current staff trained in safer recruitment: Nichola Turner.

The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.

The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through HR (School HR officer: Martin Dyer tel: 449258) or via the People Hub.

Procedures in the event of an allegation against a member of staff or person in school:

These procedures must be followed in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he is unsuitable to work with children

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Head Teacher immediately. If the complaint involves the Head Teacher then the next most senior member of staff must be informed and the School's Advisor (Sarah Johnson). The Head Teacher should follow the latest Department of Education Safeguarding/HR policy and carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Head Teacher should consult with their School Advisor, Safeguarding Lead and HR officer.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Head Teacher /a senior member of school staff/HR Officer/ School

Advisor (if appropriate) must attend this meeting. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the HR Disciplinary Policy.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above section, in addition to other whistleblowing channels which may be open to them.

Training and Support

All staff members should be aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes the school's Safeguarding Policy and the Staff Handbook.

Designated Safeguarding staff must have attended the DSL training/updates provided by Education Department. Ideally the DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Professional Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

Grouville School recognises that the only purpose of confidentiality in this respect is to benefit the child.

Updated by Debbie Buesnel February 2018

To be reviewed February 2019

Appendix 1: School Welcome Notice



GROUVILLE SCHOOL

Life-long learning, Responsibility & Community

A warm welcome to all visitors

Please ensure that you sign in at Reception as a security measure.

In the event of an emergency, please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble at the front of the school.

Visitors are welcome to use the tea and coffee making facilities in the Staffroom.

We pride ourselves on being a well-organised school with high expectations of behaviour. If you need to access our Behaviour Policy for information on the day-to-day management of pupil behaviour, it can be located in the Staff File in the Staffroom. Please refer any concerns regarding behaviour to Mrs Turner; the Head Teacher, or a nearby member of staff.

If you have any concerns regarding Safeguarding then please refer these Mrs Turner or Mrs Buesnel; the Designated Safeguarding Leads at Grouville School.

We hope you have an enjoyable visit to Grouville Primary School.

Our School Day:

08.25 – 08.40: Staff will be on morning duty in the playground and on entrance gates. Staff will be welcoming everyone into school and ensuring the site is secure.

08.40 – 08.50: Children are registered and the school learning day begins.

10.10 – 10.25: KS1 playtime

10.40 – 10.55: KS2 playtime

12:00 – 12.55: Lunchtime

14.55: End of school day – children are either dismissed from class (Rec – Yr3) or escorted to the school gates (Yr4 – Yr6)

Grouville School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Appendix 2: Definitions and Indicators of Abuse

Reference: Working Together to Safeguard Children (DfE 2015)

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment); - Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather

- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

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

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

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

Reference: What to do if you are worried a child is being abused? (DfE 2015)

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

Responses from parents

Research and experience indicates that the following responses from parents may suggest a safeguarding concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 3: Safeguarding Concern Form



Grouville School - Safeguarding Concern Form

Everyone who works at Grouville School has a responsibility for safeguarding. If you have a concern, please record it factually on this form and then pass it on to Nichola Turner, or Debbie Buesnel - the designated Safeguarding and Child Protection Leads. Concerns should be recorded and passed on ASAP and definitely within the same working day. Where concerns are urgent or highly sensitive, please speak immediately to the designated lead, interrupting teaching/ meetings if required. If they are unavailable, speak to another member of SLT.

Please remember that in the event of a disclosure, it is not your role to investigate as this could compromise a resulting police enquiry. Remember TED - Tell, Explain, Describe.

Child's Name: _____ Class: _____

Staff: _____ Date _____ Time: _____

Reason for concern (continue on back of sheet if required). Please do not use initials.

Signed _____ Role: _____

Reported to [circle]: Nichola Turner Debbie Buesnel

To be completed by NT /DB

Action/ Outcome:

- Logged (information shared with NT/DB - highlight) - monitor
- Parents contacted by telephone /in person - report outcome below
- Meeting with parents arranged - report outcome below
- Verbal Enquiry to MASH (519000)
- Completed enquiry form to MASH (Teacher Shared - Section 4, emailed to EnquiriesMASH@jeron.je with MASH ENQUIRY FORM in the subject title)

Outcomes of Actions:

Signed..... Date.....

This form will be filed confidentially in a locked filing cabinet in the office. Once the action and outcome section has been completed, the form is stored confidentially with the child's records.

*This form is printed on pink paper and available from the staffroom and is available on TShared for all members of staff.

*This form is printed on pink paper and available from the staffroom and is available on TShared for all members of staff.

Appendix 4: Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- TED - Tell...Explain...Describe...
- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you. Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service without delay, by the designated safeguarding leaders (Nichola Turner, Debbie Buesnel) using the correct procedures as stated in the guidelines.

Appendix 5: Chronology of Key Events

Chronology of key events - Strictly Confidential

Guidance Notes: What was our involvement with this child and family?

Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review's terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

Grouville School Monitoring and Reporting form:

Sensitive Data. This form should be stored securely.

Name:

Class:

Date:	Significant event / observation	Action	Outcome	Source

Appendix 6: Information Gathering Form

Information Gathering

Meeting date:

Type of Meeting - Tasking/ Core group/Strategy/ CP conference/ review

Child's name:

Class:

Teacher:

Attendance and Punctuality:

Presentation (uniform, cleanliness, lunches):

Friendships:

Learning (strengths & weaknesses):

Any interventions:

Homework completed:

Parental support:

Any other information/ changes since last meeting: