



SAFEGUARDING POLICY

For Elizabeth College and Elizabeth College Junior School (ECJS) & EYFS

Safeguarding Team

		L3 Training due	
Designated Safeguarding Lead (DSL) Elizabeth College	Jonathan Shaw Vice-Principal (Pastoral)	January 2018	01481 726544 07781 140898
Deputy Designated Safeguarding Lead Elizabeth College	Tim Slann Head of Year 7	June 2018	01481 726544
ECJS Designated Safeguarding Lead (ECJS DSL) ECJS (Acorn & Beechwood)	Elizabeth Bott ECJS Deputy Head teacher	January 2017	01481 722123
ECJS Deputy Designated Safeguarding Lead ECJS	Jim Walton ECJS Headteacher	January 2018	01481 726544 07781 157404
Early Years Foundation Stage (EYFS) responsibility & Deputy Designated Safeguarding Lead (Acorn)	Jo Atkinson Acorn Deputy Head teacher	January 2017	01481 713862
Director for Safeguarding and Child Protection	Davey Le Marquand	N/A	01481 732009

Other agencies

Guernsey Child Protection overview	Overview & Guernsey Online Test	
MASH (Multi-Agency Support Hub) Health and Social Services Department (HSSD)	Duty Social Worker (HSSD) Referral Emergency Duty Team (out of hours)	01481 723182 01481 725241
CAMHS	Child and Adolescent Mental Health Services	01481 701441
Guernsey Police Contacts	Public Protection Unit (PPU) Police (out of hours)	01481 719419 01481 725111
Disclosure and Barring Service (DBS)	PO Box 181, Darlington, DL1 9FA	01325 953795
NSPCC NSPCC whistleblowing helpline	24 hour helpline for anyone concerned about the welfare of a child	0808 800 5000 0800 028 0285

If you have an immediate concern about a life being at risk or you believe a crime to be taking place, call 999.

Useful references and definitions

Keeping Children Safe in Education (statutory guidance for schools and colleges)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (September 2016)

The Prevent Duty (DfE guidance for schools to “prevent people from being drawn into terrorism”)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf (June 2015)

Channel Online Awareness course (part of the Prevent strategy to identify individuals at risk)

http://course.ncalt.com/Channel_General_Awareness/01/index.html

http://course.ncalt.com/Channel_General_Awareness/01/resources/docs/Channel_Guidance_for_Channel_Panel_Members.pdf

Disclosure and Barring Service

<https://www.gov.uk/disclosure-barring-service-check/overview>

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

Veale Vassborough Vizards legal updates: <http://www.vvv.co.uk/what-s-happening/publications-updates>

Definition of regulated activity includes, ‘Teaching, training or instruction of children, carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30 day period, or overnight.’

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/316179/Regulated_Activity_in_relation_to_Children_DfE_.pdf

Useful Government publications

Advice for practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> (March 2015)

Working Together to Safeguard Children (see paragraphs 14 -21, page 8-9 for guidance on thresholds for referral)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you are worried about a child

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> (March 2015)

Mental Health and Behaviour in Schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> (March 2015)

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POLICY

1.0 Introduction statement

Elizabeth College (incorporating Elizabeth College Junior School (ECJS)) fully recognises the contribution it can make to protect and support pupils in the whole college. The school is concerned to actively safeguard and promote our pupils' welfare, safety & health by fostering an honest, open, caring & supportive climate.

- i. Pupil safety is of paramount importance in our aspirations. **Safeguarding is everyone's responsibility and the College will always act in the best interests of the child.**
- ii. The school will communicate readily with MASH whenever an allegation or disclosure of abuse has been made. This policy is in accordance with locally agreed inter-agency procedures (Islands Child Protection Committee, HSSD), the Independent Schools Inspectorate (ISI) regulatory requirements for British International Schools and the revised UK statutory guidance 'Keeping Children Safe in Education' (KCSIE, September 2016) where practical. **The College recognises the importance of information sharing between professionals and other agencies.**

- iii. Any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- iv. An annual review of the school's Safeguarding policy and procedures is carried out by the Directors.
- v. Elizabeth College operates safe recruitment procedures and checks in compliance with the Islands Child Protection Committee, the ISI regulatory requirements for British International Schools and the DBS.
- vi. This policy applies to the EYFS at Acorn House.
- vii. This policy is available on the school website and to parents on request.

1.1 Aims

- i. To provide a secure environment, in which the basic rights of each individual are respected, protected and safeguarded.
- ii. To create an atmosphere in which pupils feel at liberty to share concerns about abuse.
- iii. To create awareness amongst staff of the symptoms of possible abuse and the correct procedure for dealing with such concerns.
- iv. To create an awareness amongst staff of 'Children in Need' as well as those 'at Risk'.
- v. To create an awareness of the 'early help' process and the need to identify emerging problems, engaging the 'Team Around the Child' where appropriate.

1.2 Implementation

In order to fulfil their responsibilities, all staff must:

- i. Have an awareness of the issues which cause children harm, including recognition of the signs and symptoms of possible abuse.
- ii. Comply with College's guidelines on self-protection for staff.
- iii. Be familiar with procedures for interviewing pupils about whom there are concerns, and for recording and reporting this information.
- iv. Follow the correct course of action as set out in this policy when abuse is suspected.

1.3 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with safeguarding responsibilities within the school. *It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.* All staff, and not just the DSL, can make a referral to the Assessment and Intervention Team (HSSD) if there is a risk of immediate serious harm to a child. Wherever possible, however, a conversation should ideally take place with the DSL before any such referral is made.

The Designated Safeguarding Lead (DSL) has responsibility to:

- ensure that all staff and volunteers are aware of the school's child protection procedures
- keep up to date with the latest safeguarding guidance
- provide advice, support and information (for example on training) to staff as appropriate
- refer all suspected cases to the HSSD, the DBS (where a person is dismissed) and / or the police
- liaise with the Principal, the Safeguarding Director and HSSD regarding all ongoing enquiries
- co-ordinate action by staff in cases of suspected child abuse and reporting to the HSSD
- contribute the school perspective to a child protection conference
- maintain child protection records for individual children
- ensure child protection files are passed onto a new school or college when a pupil leaves
- ensure children are taught about safeguarding, including online, through the curriculum

The DSL at ECJS will keep the DSL at College fully informed of any issues relating to safeguarding.

The Deputy DSLs are available to give advice and support if the DSL is unavailable.

The Principal ensures the time, resources and training are adequate to ensure the safeguarding responsibilities of the school are carried out, as outlined in 'Keeping Children Safe in Education',

The Safeguarding Director oversees the safeguarding role of the school and liaises with the Principal & DSL in order to report to and advise the full Board of Directors. The Board of Directors has the responsibility to monitor and ensure that all safeguarding policies, procedures and training are in place and appropriate. The Director for Safeguarding with the DSLs undertakes an annual review of the College's safeguarding

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procedures and policies; this is formally reviewed and discussed annually at a meeting of the Board of Directors (Michaelmas Term). The Director meets regularly with the DSL to review safeguarding concerns.

1.4 Training & Induction (<http://www.icpc.gg/article/152850/Training>)

The DSL is responsible for the overall implementation of the school's Safeguarding Policy and the co-ordination of school procedures.

- All staff are reminded of safeguarding procedures each term as a minimum, along with informal updates emanating from the DfE and the NSPCC.
- All staff (including temporary staff and volunteers, sports coaches, peripatetic music teachers and other regular visitors) receive induction training. The training covers:
 - i. The Safeguarding Policy and Procedures
 - ii. The identity of the DSL (and his or her deputy)
 - iii. Part 1 of KCSIE (All staff are required to read Part 1 of KCSIE).
 - iv. The staff Code of Conduct (this is included in Appendix II of this policy & the Staff Handbook)
 - v. How to identify the signs & symptoms of possible abuse, including detail from Annex A, KCSIE
 - vi. How to talk to children where there is a concern, how to record & to report this information
 - vii. Allegations against staff
 - viii. All staff are issued with a summary, the latest KCSIE (Part 1) and the Safeguarding Policy.
 - ix. Staff sign a form to say they understand their Safeguarding responsibilities. These responsibilities include reading KCSIE (Part 1) and the Safeguarding Policy.
- The DSLs and deputies are required to attend Level 3 training on appointment and every two years. The DSLs and deputies are required to be familiar with the detail of the school's policy and procedures for child protection, together with the role and responsibilities of the investigating agencies, whom to contact and how to liaise with them. The DSL has also undertaken the online awareness training as part of the Prevent duty for schools (Channel General Awareness module).
- The Principal and all staff receive safeguarding training (Level 2) every three years in line with the Island Child Protection Committee guidelines. This training includes issues related to online safety. A record of staff training is kept at both the College and ECJS.
- All staff are expected to complete the Island Child Protection Committee e-learning Awareness Session, at least once every 3 years [Guernsey Online Test](#). This is known as Level 1 training.
- A central record is kept of all staff Safeguarding Training.

1.5 Concerns and Complaints Procedure (including threshold)

Concerns or complaints from pupils, parents or staff should, in the first instance, be brought to the attention of the DSL. All concerns and complaints will be recorded and followed up in accordance with the school's Child Protection procedures. The school will communicate readily with MASH whenever an allegation or disclosure of abuse has been made. If any there is any doubt as to how to proceed, the DSL will always contact MASH for advice. See also Appendix V. If you feel a concern has not been taken seriously enough, you should refer the matter yourself to MASH. Alternatively, you may call the [NSPCC whistleblowing helpline](#) to seek advice (see the Staff Code of Conduct Appendix II, Whistleblowing). The College will always work with the HSSD, the police and other appropriate agencies to promote the welfare of children.

1.6 Online Safety & Filters

Pupils are taught to stay safe online through a variety of methods. These include: the Wellbeing curriculum, ICT lessons, collapsed curriculum days, assemblies and tutor periods. Appropriate filters are also in place on the school ICT system. Staff are aware that pupils may access inappropriate material through 3G and 4G networks on their own mobile phones or similar personal devices. This concern reinforces the need for staff to be vigilant and for pupils to be fully informed of the dangers of the online world.

1.7 Evaluation

The DSL and the Board of Directors will review safeguarding policy and procedures every year (Michaelmas Term) and update it as appropriate to be in line with best practice, as disseminated by the DfE (KCSIE), the States of Guernsey Islands Child Protection Committee and the Independent Schools Inspectorate. Any deficiencies or weaknesses in Child Protection arrangements will be remedied without delay. All staff are encouraged to contribute to shaping the safeguarding policy.

2. CHILD PROTECTION PROCEDURES

2.0 Introduction

These procedures are integral to the broader pastoral care programme of Elizabeth College. The school seeks to protect its pupils by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All College employees and volunteers have been subject to appropriate background checks and there is a Code of Conduct (see Appendix II) in relation to their behaviour towards pupils.

The purpose of the following procedures is to protect the pupils by ensuring that everyone who works in the school has clear guidance on the action which is required when abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is of paramount importance to the school.

2.1 What is child abuse? A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Neglect, abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap.

Child abuse falls into four main categories:

- **Neglect:** the actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.
- **Physical injury:** actual or likely deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child;
- **Sexual abuse:** actual or likely sexual exploitation of a child; the involvement of children and adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or which violate the social taboos of family roles;
- **Emotional abuse:** actual or likely persistent or significant emotional ill-treatment or rejection likely to result in severe adverse effects on the emotional, physical and/or behavioural development of a child. All abuse involves some emotional ill-treatment. This is where it is the main or only form of abuse.

Staff should have an awareness of additional indicators of abuse (see Annexe A, KCSIE) such as frequent absences and dangers linked to behaviours such as drug taking, truanting and sexting. Abuse may also take the form of bullying, cyberbullying, abuse by peers (such abuse should never be tolerated or passed off as 'banter' or part of growing up), sexting, sexual assaults between young people and gender based issues. Staff should also recognise that pupils with special educational needs & disabilities face additional safeguarding challenges. Victims of peer on peer abuse will be fully supported by the pastoral team.

It is recognised that some forms of abuse, such as emotional and sexual abuse, may not show physical signs at all. Further a child may be reluctant or even prevented from disclosing abuse. It is vital that all observations and suspicions are brought to the attention of the designated teacher. Abuse may also be by one pupil against another pupil (please see the College Anti-Bullying Policy). A bullying incident should be treated as a child protection concern when 'there is reasonable cause to expect that a child is suffering, or likely to suffer, significant harm.'

2.2. Staff Responsibilities and communication (guidance for staff)

This follows the States of Guernsey Guidelines on Child Protection and incorporates guidance from KCSIE (September 2016). All members of staff (teaching, administrative and ancillary) should be aware who the Designated Safeguarding Lead and Deputies are within Elizabeth College and ECJS.

- Staff must remember that the welfare of the child is paramount and it is the responsibility of all staff to respond appropriately if they feel a child might be at risk. All staff should always stop and listen straight away to someone who wants to tell them about incidents or suspicions of abuse. If the time and place is inappropriate, arrange a suitable time and place as soon as possible.
- Any such concerns should be communicated without delay to the DSL (or if he is absent to the deputy DSL or the Principal). This includes concerns that a child may be at risk from another pupil.

- iii. If a child discloses something to an adult or an adult is aware of signs which cause them concern, they must follow the procedures for listening & dealing with the disclosure (see Appendix III).
- iv. **No promise of confidentiality can ever be given where abuse is alleged.** They must avoid leading questions or accusations. A record should be made of all physical signs and any discussion with the child. The child's clothing must never be removed.
- v. It is **not** the teacher's responsibility to investigate but the child must be reassured that the matter will be taken seriously.
- vi. The DSL immediately informs the Principal of any disclosure or concern. In **all** cases where abuse is suspected or where an allegation has been made by a pupil or a third party that abuse has taken place, or where serious concerns exist about the welfare of the child, the Principal or DSL initially contacts the Assessment and Intervention Team (at the HSSD) for advice. It is not necessary to give any names at this stage. All advice given must be recorded and the situation monitored and reviewed. Contact with or referral to Assessment and Intervention Team will not automatically trigger a child protection investigation in every case. If you are unsure, the DSL can speak to the duty social worker without making a referral, this is called a 'hypothetical discussion'. If there is suspicion of abuse, the welfare agency should be contacted as soon as possible and certainly within 24 hours.
- vii. All staff, and not just the DSL, can make a referral to HSSD if there is a risk of immediate serious harm to a child. Wherever possible, however, a conversation should ideally take place with the DSL before any such referral is made.

In urgent cases a Duty Social Worker HSSD can be contacted at anytime (01481 725241)

- viii. At the junior school, a member of staff should inform the ECJS Designated Lead (DSL). The DSL at the junior school will keep the DSL at Elizabeth College informed of action taken.
- ix. Having checked and verified the cause for concern, the case is referred formally to the Assessment and Intervention Team by the Principal or the DSL for the relevant part of the College. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Any subsequent involvement of the Police will be on the advice of the Assessment and Intervention Team. The Chairman of the Board of Directors and the director responsible for Safeguarding are informed by the Principal or the DSL. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The safety of the child is the school's first priority.
- x. All staff should be aware of the Prevent Duty (Counter Terrorism and Security Act, 2015) to have 'due regard to the need to prevent people from being drawn into terrorism'.

2.3 Allegations against staff or volunteers

- i. The DSL and the Principal must be informed immediately if it is suspected that a teacher, a member of staff or volunteer has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

The DSL and the Principal must also be informed immediately if:

- a member of staff receives an allegation of inappropriate or abusive behaviour
- a member of staff feels required to make such an allegation.

This will ensure that an investigation (where necessary) can be carried out to ascertain the full facts and a pupil can be removed from a potential source of harm or neglect. If the Principal is absent, the allegation should be passed to the Chairman of the Board of Directors.

- ii. Where the DSL is suspected or subject to an allegation, the Principal should be informed.
- iii. Where the Principal is suspected or subject to an allegation, the person receiving the allegation should immediately inform the Chairman of the Board of Directors without notifying the Principal. In addition, the Assessment and Intervention Team (at the HSSD) can be contacted directly.
- iv. All allegations should be referred to the Assessment and Intervention Team. A referral must be made within one working day (in writing or in written confirmation of a telephoned referral) of a

disclosure or suspicion of abuse. In cases of serious harm, the police should be informed from the outset. Part 4 of KCSIE (pp41-51) provides very comprehensive guidance if allegations are made against teachers and other staff and will be referred to immediately.

- v. Suspension of staff should not be a default response to allegations; it should be used only if there is no reasonable alternative. The College will consider carefully whether the circumstances warrant suspension and will give due weight to the views of the HSSD when making a decision. Part 4 of KCSIE (pp41-51) makes clear that all options to avoid suspension should be considered prior to taking that step. Suspension may be appropriate where:
 - A child or children are at risk.
 - Allegations are so serious that dismissal for gross misconduct is considered.
 - Suspension will allow the investigation to proceed unimpeded.
- vi. The College will make every effort to maintain confidentiality and guard against unwanted publicity.
- vii. It is unacceptable for any member of staff to keep concerns about colleagues to themselves. If in this situation the member of staff feels unable to discuss the issue with the Principal he/she should contact, another senior member of staff, the DSL or the Assessment and Intervention Team (HSSD).
- viii. If there has been an unsubstantiated allegation against a member of staff, the College should work with the HSSD to determine whether any improvements should be made to the College's procedures or practices to prevent similar events in the future.

2.4 Allegations against pupils

If an allegation is made against a pupil, he may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from the Assessment and Intervention Team (HSSD) on the investigation of such allegations as appropriate and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the HSSD, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

2.5 Record Keeping

At every stage where a report has been made or action taken regarding suspected child abuse, a written record must be kept. These records are confidential and the Principal may not provide access to persons who are otherwise entitled to see the pupil's school records (see Appendix IV).

Where a complaint or allegation of child abuse is made against a member of staff, a written record of the complaint and subsequent action taken is held in the staff personnel file. If the complaint is not upheld, the record is cancelled. All complaints of this nature are also to be held in a central register of complaints consecutively numbered and dated by the Principal.

A central record of all DBS checks is kept on all employees and volunteers at College. This is held and administered by the Principal's Office.

2.6 Staff Recruitment and Appointments:

The Board of Directors is responsible for ensuring that its recruitment procedures include a DBS check of all staff likely to have unsupervised access to the pupils.

- i. Our job advertisements make clear the responsibility for safeguarding & promoting children's welfare.
 - ii. Applicants are interviewed in the context of an appropriate job description. A standard form documenting employment history is used.
 - iii. Enhanced DBS checks and Children's Barred List checks are carried out on all teaching and support staff, on all directors and all volunteers who undertake regulated activity with children (see below). Applicants and volunteers personally present identification documents for this purpose.
 - iv. There is a requirement that documentary evidence of academic/vocational qualifications is produced.
 - v. At interview, questions on safeguarding are included.
- All job offers are conditional upon satisfactory completion of pre-employment checks; identity and address, enhanced DBS, Children's Barred List, medical fitness, qualifications, employment history, two satisfactory references, right to work documentation, overseas criminal records (where possible) and where no prohibition or interim prohibition orders exist. **There is an additional overseas check for**

candidates from European Economic Area using NCTL Teacher Services system and an additional 'section 128' check for candidates to management and senior leadership positions.

- vi. All new members of staff are given a copy of our Safeguarding Policy and Part 1 of KCSIE. Further details of staff training are found in section 1.4 of this document (page 4).
- vii. We obtain written assurance that any staff employed by another organisation (who have unsupervised access to our pupils) are DBS checked.
- viii. The College undertakes to report to Guernsey Education Department, Health and Social Services Department and the Disclosure and Barring Service (PO Box 181, Darlington, DL1 9FA) within one month of leaving any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children. Compromise agreements will not apply in this connection.
- ix. A referral will also be made to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons may be 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for relevant offence'.

Volunteers and regulated activity

The College undertakes enhanced DBS check and Children's Barred List checks on all volunteers who undertake regulated activity with children (i.e. where the volunteering is unsupervised, frequent (once a week, four times or more in 30 day period) or overnight and provides the opportunity for contact with children. An unchecked volunteer must not have unsupervised access to children.

Guidelines for self-protection:

These guidelines are contained in the Code of Conduct for staff (Appendix II).

2.7 Staff recognised as unsuitable to work with children

Any person who is dismissed from the College's employment because he or she has been deemed unsuitable to work with children must be reported to the Disclosures and Barring Service (DBS) via a referral form. Guidance for making referrals can found on the UK government website (<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>). Reports must be made within one month of the person's leaving the College. This applies for all staff directly employed, contracted persons, volunteers or students. Failure to make a report constitutes an offence.

Where the College has dismissed a teacher for misconduct, or would have dismissed the teacher had he / she not resigned first, the College will follow the advice set out in the National College for Teaching and Leadership's guidance, 'Teacher misconduct – the prohibition of teachers'. Further guidance is published on the NCTL website.

2.8 Missing pupils procedures: see the Missing Pupils Policy (Appendix VI)

2.9 Mobile phones and cameras

Staff must be aware of the College policy on 'Use of Media Images'. Staff, visitors, volunteers and pupils are not permitted to use their own mobile phones or cameras to take or record any images of College, Beechwood or Acorn children for their own records. This policy also applies to our EYFS.

2.10 Sexting <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

If a pupil's electronic device or phone is suspected of containing images linked to a Child Protection concern, the device must be handed to the Designated Safeguarding Lead (DSL) without content first being viewed. Two members of staff must be present when any content is viewed, with one being of the same sex as the pupil involved. The DSL will liaise closely with the Principal and the relevant Head of Year regarding appropriate pastoral and disciplinary responses. The DSL may be duty bound to inform the HSSD and the Police. Victims of sexting will be supported by the most appropriate person/s in the pastoral team.

The College employs a wide range of measures to support pupils and parents in making wise and sensible uses of the internet. These include assemblies, parent information evenings and the Wellbeing programme. Pupils are informed at the start of each term that making, storing or distributing inappropriate images may lead to a pupil's place at the school being called into question. All this takes place within a pastoral framework of work on self-esteem, confidence and treating people with respect and kindness.

2.11 Sexually active pupils

If a pupil reveals that he is sexually active it may be a safeguarding issue. The member of staff concerned should report this to the DSL. They will then decide, having due regard to the pupils age and maturity, whether this is a child protection issue. If so, steps should be taken to arrange appropriate support. The school nurse, Heads of Year, members of the SLT and parents will be consulted where appropriate.

2.12 Self-Harm

It is recognised that self-harm may be linked to a child protection issue. Staff, especially tutors, should be vigilant and aware of the causes and symptoms of self-harming and should refer any cases to the DSL.

2.13 Unexplained absences

Staff should notify the DSL of any concerns they have about pupil absence, in regard to safeguarding and their 'Prevent duty'. If a child is on the child protection register this should happen if there is an unexplained absence of more than 2 days. The DSL will notify the relevant authorities (HSSD & the Police).

2.14 Looked after pupils

The DSL will keep a list of pupils who are looked after by the States of Guernsey e.g. subject to a care order or temporarily looked after on a planned basis for short breaks or respite care. In such cases, the relevant Head of Year is responsible for monitoring their situation and their progress at College.

2.15 External agency support

The College recognises the need to differentiate between pupils who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former should be reported to MASH (HSSD) immediately; the latter should lead to inter-agency assessment.

2.16 Peer on Peer abuse (see 2.4)

Victims of peer on peer abuse will be supported by the most appropriate person/s in the pastoral team.

2.17 Pupil transfer: any relevant safeguarding information will be passed onto a pupil's new school.

2.18 Welfare Responsibilities

The College recognises its wider responsibility for the welfare of its pupils. It employs a wide range of measures to support pupils and to promote their welfare within the pastoral care framework. The Wellbeing programme is central to our pupil's welfare and is supported by assemblies, tutorials, parent information evenings, parent workshops and visiting speakers. Pupils have a number of different people they can speak to if they have any concerns or need support; these are detailed in their diaries.

2.19 Sixth Forms in Partnership

Our 'Sixth Forms in Partnership' arrangement means that some boys take A level classes at The Ladies College. We obtain assurance that the safeguarding policies and procedures at the Ladies College are appropriately robust and reviewed annually. The Ladies' College is subject to inspection by the Independent Schools Inspectorate. Occasionally a random check for a DBS clearance of teacher at the Ladies' College will be undertaken. The Principal of Ladies' College, Mrs A Clancy is the DSL ([01481 721602 principal@ladiescollege.ac.gg](mailto:principal@ladiescollege.ac.gg)). In her absence the DSL is Mrs J Pearson (jpearson@ladiescollege.ac.gg). The Child Protection Policy for the Ladies College can be found on their website.

2.20 The 'Prevent Duty', Female Genital Mutilation and Child Sexual Exploitation

KCSIE (September 2016) gives specific advice regarding child sexual exploitation (a form of sexual abuse where children are sexually exploited for money, power or status), female genital mutilation and preventing radicalisation. Staff should be mindful of these issues, including the mandatory reporting of concerns to the police. KCSIE also refers to the 'Prevent Duty' which is designed to prevent young people going down a path that at some future point may lead to committing acts of violence or encouraging or helping others to do so. The DSL has undertaken online awareness training (August 2015) as part of the Prevent strategy. There is a separate Prevent policy but staff should be mindful of their responsibilities to identify and report any suspected cases of radicalisation to the DSL. In addition staff should ensure that pupils are protected from extremist material in the classroom, on the internet and that any visiting speakers are vetted. The College is aware of its duty to forbid political indoctrination and secure a balanced presentation of political issues.

Appendix I:

RECOGNISING ABUSE

Listed below are some of the signs and types of behaviour, which may indicate that a child is being abused. In isolation they are not necessarily evidence of abuse, but may suggest abuse, particularly if a child exhibits several of them, or if a pattern emerges of when or how a child exhibits such signs or behaviour. If abuse is suspected, it is necessary to identify what it is specifically, that is causing concern.

IN YOUNGER CHILDREN:	Reluctance to go somewhere or to stay with someone Loss of appetite Clingy, highly dependent behaviour Regressive behaviour Passivity or very compliant behaviour in relation to adults Nightmares, fear of sleeping without a light, reluctance to go to bed Fear of going to school, school problems Unwillingness to undress/change Display of affection in inappropriate ways
IN OLDER CHILDREN:	Depression Withdrawal/Secretiveness Poor self-image (may neglect grooming and hygiene) Lack of involvement in school activities (grades may fall) Skipping school or avoiding going home Excessively seductive behaviour Running away Self-harm
IN DISABLED CHILDREN:	The signs and indicators of abuse for disabled and non-disabled children are fundamentally the same. But for some disabled children signs and indicators may be more difficult to recognise, be harder to untangle – especially if there are communication difficulties/impairment. Symptoms may also be more easily explained away: <ul style="list-style-type: none"> • by the impairment or illness • by the medication • as ‘it has always been like this’ • as attention seeking behaviour • as self-inflicted

All staff should also have an awareness of additional indicators of abuse (see Annexe A, KCSIE) such as frequent absences and dangers linked to behaviours such as drug taking, truanting and sexting. Abuse may also take the form of peer abuse (such abuse should never be tolerated or passed off as ‘banter’ or part of growing up), sexting, sexual assaults between young people and gender-based issues. Staff should recognise that pupils with special educational needs & disabilities face additional safeguarding challenges.

If a pupil is missing from education, staff should be alert to the signs of potential safeguarding concerns such as travelling to conflict zones, FGM or forced marriage. Any concerns will be shared with the appropriate agencies.

Appendix I: continued

More Specific Signs and Types of Behaviour are:

It is the combination of symptoms, which could give rise to concern. Any of the symptoms could be indicative of other conditions unrelated to abuse.

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community, and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or worried, do something about it. Don't keep it to yourself.

Physical Abuse

Most children collect cuts and bruises quite routinely, as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences*, e.g. shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

- Factors that should arouse concern**
- i. Multiple bruising or bruises and scratches (especially on the head and face)
 - ii. Clusters of bruises – e.g. fingertip bruising (caused by being grasped)
 - iii. Bruises around the neck and behind the ears – the most common abusive injuries are to the head
 - iv. Damage or injury around the mouth
 - v. Bi-lateral injuries such as two bruised eyes
 - vi. Bruises on the back, chest, buttocks or on the inside of the thighs
 - vii. Marks indicating injury by an instrument (e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle)
 - viii. Bite marks
 - ix. Deliberate burning may also be indicated by the pattern of an instrument or object (e.g. electric fire, cooker, cigarette) or scalds with upward splash marks or tide marks
 - x. Untreated and/ or unexplained injuries, particularly if they are recurrent

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light- hearted and detailed. So, most of all, concern should be aroused when:

- the explanation given does not match the injury
- no explanation is forthcoming
- the child (or the parent) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault.
- admission of punishment which appears excessive

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves / long trousers during hot weather
- is unnaturally compliant in the presence of parents/carers.
- fears medical help
- exhibits self-harming behaviours
- Deterioration in school work
- has an unexplained pattern of absences which may serve to hide bruises or other physical injuries
- fears or is reluctant to return home or to have parents contacted

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

<p>Emotional Abuse</p> <p>Most harm is produced in “low warmth, high criticism” homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and to prove.</p> <p>Emotional abuse is chronic and cumulative has a long-term impact. All kinds of abuse and neglect have emotional effects.</p> <p>Children can be harmed by witnessing someone harming another person e.g. domestic violence.</p>	
<p>Developmental issues</p> <p>Signs which may indicate emotional abuse:</p> <ul style="list-style-type: none"> i. Delays in physical, mental and emotional development ii. Poor school performance iii. Speech disorders iv. Regressive development (e.g. regresses to a previous developmental stage when they felt safe) <p>Social issues</p> <ul style="list-style-type: none"> i. Withdrawal from physical contact ii. Withdrawal from social interaction iii. Over-compliant behaviour iv. Insecure, clinging behaviour v. Poor social relationships <p>Emotional responses</p> <ul style="list-style-type: none"> i. Fear of new situations ii. Inappropriate emotional responses to painful situations iii. Fear of parents being contacted iv. Self-disgust v. Low self-esteem vi. Unusually fearful of adults vii. Lack of concentration, restlessness, aimlessness viii. Extremes of passivity or aggression ix. Fear of using computers / accessing email / using mobile technologies 	<p>Behaviour Indicators</p> <ul style="list-style-type: none"> i. Extremes of compliance, passivity and/or aggression/provocation ii. Acceptance of punishment that appears excessive iii. Over-reaction to mistakes iv. Continual self-deprecation v. Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking) vi. Self-mutilation vii. Suicide attempts viii. Drug/alcohol/solvent abuse ix. Running away x. Compulsive stealing, scavenging e.g. other children’s packed lunches xi. Acting out xii. Poor trust in significant adults xiii. Regressive behaviour (e.g. wetting) xiv. Sudden speech disorders xv. Eating disorders xvi. Destructive tendencies xvii. Self-harm xviii. Neurotic behaviour xix. Arriving early at school, leaving late xx. Frequent lateness or non-attendance at school xxi. Reluctance to use computers or mobile technologies/obsessive use of them

Appendix I: continued

Neglect

Neglect is a lack of parental care. It is the actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including non-organic failure to thrive.

Neglect can include parents failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from emotional or physical danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical and dental care or treatment.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. They may also be bullied.

Physical Indicators	Behavioural Indicators
<p>Signs which may indicate neglect:</p> <ul style="list-style-type: none"> i. Constant hunger & stealing food ii. Underweight iii. Poor personal hygiene iv. Inadequate and / or dirty clothing v. Unsuitable dress for weather vi. Untreated medical problems vii. Looking sad, false smiles 	<ul style="list-style-type: none"> i. Constant tiredness ii. Frequent lateness or non-attendance at school iii. Missing medical appointments iv. Frequently unsupervised v. Low self-esteem vi. Destructive tendencies vii. Stealing or scavenging, especially for food viii. Poor relationships with peers, isolated ix. Compulsive stealing and scavenging

Appendix I: continued

Sexual Abuse

Sexual abuse is actual or likely sexual exploitation of a child; the involvement of children and adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or which violate the social taboos of family roles.

Sexual abuse is usually perpetrated by people who are known and trusted by the child, e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities.

Characteristics of child sexual abuse:

- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done offline and online, via chatrooms, instant messaging (IM) and social networking sites.
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. This can also be done offline and online, via chatrooms, instant messaging (IM) and social networking sites.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

Physical Indicators	Behavioural Indicators
<p>i. “Love bites” ii. Other bite marks iii. Self-harming behaviours (e.g. deep scratches/cuts on arms) iv. Tiredness, lethargy v. Pregnancy or Sexually Transmitted Infections (STIs)</p> <p>Medically there are other indicators, but these will not be apparent at school.</p>	<p>i. Sudden inexplicable changes in behaviour and decline in school performance ii. Sexual knowledge inappropriate for ages, shown for example in drawings, vocabulary, iii. Sexualised behaviour in young children iv. Sexually provocative behaviour / promiscuity v. Hinting at sexual activity vi. Sudden apparent changes in personality vii. Lack of concentration, restlessness, aimlessness viii. Depressions and socially withdrawn ix. Overly-compliant behaviour x. Acting out, aggressive behaviour xi. Poor trust in significant adults xii. Regression to younger behaviour, egg thumb sucking, playing with discarded toys, acting like a baby onset of wetting, by day or night, tendency to cry easily xiii. Onset of insecure, clinging behaviour xiv. Arriving early at school, leaving late, running away from home xv. Suicide attempts, self-mutilation, self-disgust xvi. Eating disorders xvii. Fear of undressing for PE or similar.</p>

Appendix II:

CODE OF CONDUCT FOR STAFF (*Self-Protection for Staff*)

A. Introduction

In seeking to uphold the best interests of our pupils, Staff must be mindful of their position of trust. This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

B. Code of Conduct

1. Private Meetings with Pupils and individual tuition and coaching arrangements.

- (a) Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- (b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- (c) In such interviews there should be a desk width between teacher and pupil.
- (d) Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and staff should take active measures to facilitate this.
- (e) A single pupil should not be placed in detention on his/her own unless another member of staff is in the vicinity.
- (f) A teacher should not travel alone with a pupil. Where this is unavoidable, another teacher should be told, the parents notified if possible and the pupil should be seated in the back of the car.
- (g) Any adult who coaches / teaches a pupil in a one to one situation (for example in sport or music) should take particular regard of safeguarding arrangements. They should ensure that there is no reason for their behaviour to be misinterpreted. If there is any one to one tuition when an adult may be alone with a pupil (without other adults in the near vicinity), the DSL should be notified.

2. Physical Contact with Pupils

- (a) As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
- (b) For example in the coaching and playing of sports and in the demonstration of associated skills, physical contact should be avoided. Staff should be aware that such physical contact is open to misinterpretation by the pupil, parent or other casual observer.
- (c) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- (d) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. It may be fitting to give a distressed child the sort of reassurance involving physical comforting that a caring parent would provide, but this is generally only suitable for younger children. Whilst Staff should not feel inhibited from providing this comfort it must be age-appropriate and staff must be aware that perfectly innocent actions can be misconstrued.
- (e) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- (f) Physical punishment is not allowed in Elizabeth College, nor is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- (g) In extreme cases, a teacher might have to physically restrain a pupil to prevent him/her causing injury to him/herself, to others or to property. In such instances, only the minimum necessary force must be used and a written report of the incident, together with names of witnesses, should be given to the Principal.
- (h) In some circumstances (if there is the possibility of misinterpretation), staff in charge of an activity should draw up and publish accepted guidelines for use of an area and/or in coaching an activity.
- (i) Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of another adult or other children. However, no member of staff should hesitate to provide first aid in an emergency simply because another person is not present.
- (j) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

3. Teaching and the Choice and Use of Appropriate Materials

- (a) A teacher should not repeatedly hector a pupil using an excessively loud voice nor repeatedly criticise a pupil to the point of apparent victimisation.
- (b) A teacher should never make sexually suggestive or inappropriate comments about a pupil, even in jest.
- (c) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- (d) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Directors when proposing to use materials such as the AIDS education for schools and in connection with sex education programmes.
- (e) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships, Attitudes and Social Interaction

- (a) Staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.
- (b) Staff should insist that pupils always refer to staff by their surname.
- (c) Staff should never show favouritism towards particular pupils, but treat all pupils equally, with dignity and respect.
- (d) Staff should never allow inappropriate, discriminatory or derogatory language to go unchallenged, e.g. racist, homophobic or disability discriminatory language.
- (e) Staff should never scapegoat, ridicule or reject a pupil.
- (f) Staff should never allow allegations made by a pupil to go without challenge.
- (g) Staff should never allow abusive peer activities e.g. initiation ceremonies, ridiculing, bullying.
- (h) Staff should not invite pupils to their own home or meet up with pupils socially. If there is an exceptional cause for any pupil to visit a member of staff's house (or similar) or for staff to accept a social invitation from pupils (e.g. a Year 13 tutor group at the end of their time at school), the member of staff concerned should discuss in the first instance with the Vice-Principal (Pastoral) or Principal to decide if this is appropriate. This would not apply to a pupil of the College visiting the son or daughter of a College member of staff.
- (i) Staff should never share sleeping accommodation with pupils.
- (j) Staff should always respect a pupil's privacy, especially in showers, changing rooms and lavatories.
- (k) Staff should avoid arranging any meeting with individual pupils away from the school premises.
- (l) Staff should never engage in form of inappropriate or intrusive touching. If any form of physical contact is required it should be provided openly. In sporting situations this should be in accordance with guidelines provided by the appropriate national governing council. Avoid intruding on a pupil's personal space.

Staff should seek advice from the DSL or a member of the SLT if you do not feel comfortable with a pupil's request to speak to you. Similarly speak to the DSL or a member of the SLT if you are concerned about a pupil's interest in you.

5. Communication with pupils using technology & staff use of technology

Communication with children and staff, by whatever method, should take place within professional boundaries and staff should avoid any personal subject matter. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, social networking and blogs.

Staff should be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as "grooming". For this reason staff should not have pupils as 'friends' on their personal pages on social network sites such as Facebook or Instagram. Staff should also ensure all comments on sites such as Twitter are appropriate.

Staff should not give their personal contact details to pupils, including email, home or mobile telephone numbers, unless the need to do so is agreed with the Principal or DSL. Internal email systems should only be used in accordance with school policy.

Staff are entitled to make moderate personal use of school electronic devices though this must conform to the standards and expectations of school. This must not compromise in any way the performance of their professional duties and/or school ICT systems.

Our Use of Images Policy states that Staff are not permitted to use their own mobile phones or cameras to take or record any images of any College pupils except for school purposes.

6. **Recruitment and involvement of other adults (e.g. volunteers, paid assistants or anyone who has regular unsupervised contact with pupils)**

Any member of staff who organises an activity or trip is responsible to ensure that all volunteers or paid assistants have undergone appropriate safeguarding procedures. Failure to do so will be regarded as a serious disciplinary offence. If in any doubt, please speak with the Principal or DSL. Visitors should be accompanied by a member of staff.

Further information and best practice on checks for visitors and DBS requirements can be found at <https://www.gov.uk/disclosure-barring-service-check/overview>.

3. **'Prevent Duty'**

Staff should be aware of their 'Prevent Duties' to identify children who may be at risk of being subject to radicalisation or being drawn into terrorism / extremist activity. This includes ensuring any visitors and speakers are suitably vetted and supervised. Any concerns should be passed onto the DSL. 'Resilience to radicalisation' should be built through the curriculum and assemblies through the promotion of democracy, diversity, mutual respect and managing debate of contentious issues.

8. **Staff benefit and declaration of interest**

To ensure transparency and to avoid any accusations of misconduct, staff should always declare any interests where there is an additional financial and/or material benefit accrued through their role in College. This may be a benefit to themselves, their family or their friends. Examples of such benefits could include the personal use of a school vehicle, travel or accommodation paid for by College for personal reasons, use of school facilities, external exam marking, payment for help on trips, use of a qualification paid for by College for purposes outside of College and private tutoring/coaching of College pupils. Any such benefit or interest should be declared in writing to the Principal or the Head of the Junior School in order to seek permission.

9. **Whistle blowing**

It is important to develop an environment which supports the reporting of concerns. Fostering an open culture encourages transparency and will help individuals to feel supported and listened to. The College is committed to the highest standards of openness and accountability and expects employees who become aware of activities which they believe are illegal, improper, unethical or otherwise inconsistent with this code of conduct to report the matter to the Principal.

In particular, with regards safeguarding, all staff are required to report to the Principal any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith.

The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. Nonetheless, any suspicions of abuse or inappropriate behaviour by a colleague should always be reported to the Designated Safeguarding Lead or the Principal.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should always work, and be seen to work, in an open and transparent way.

Appendix III RESPONSE TO DISCLOSURE OF ABUSE

Guidance for Staff

When a child discloses abuse, the way in which you respond is crucial.

It is important to take the disclosure seriously and make a response that includes all of these five statements in some form.

- I believe you.
- I'm sorry it happened to you.
- I'm glad you told me.
- It's not your fault, and never was.
- We can get help, together.

Never promise confidentiality

If you suspect abuse or if a child discloses it to you, you are required to report it as soon as possible to the DSL or the Principal. If they are not available you should report it to the HSSD or the police.

You should otherwise keep the disclosure confidential. This means respecting the young person's right to privacy except where their safety or well-being is in question. Sometimes you will need to consult with someone about what steps to take, so you will need support for unsettled feelings after receiving a disclosure.

In these situations it is appropriate to talk to another adult about it, keeping in mind the child's right to privacy.

If a pupil tells you something...

- i. Listen carefully without interrupting
- ii. Don't ask questions except for clarification. It is not your role to investigate.
- iii. Do not promise confidentiality
- iv. Explain what you will do next
- v. Write down what you have been told, using exact words where possible, including dates.
- vi. Speak to your Line Manager (and ask them to contact the DSL) or talk to the DSL directly

YOU MUST **NOT** ask leading questions or investigate the allegations of abuse.

Appendix IV Recording a concern

You may develop a concern from something you see (like a bruise or some unusual behaviour) or hear (like a concerning remark). It may be that the child's attitude or behaviour has deteriorated or they have become withdrawn. In these circumstances, it is important to note your concerns. Your observations, possibly with those of other staff, may build into a pattern.

What is recorded immediately after the observation is more valuable as evidence than what is recorded later. The original record is the one that needs to be kept for evidence, not any copy made later. Pass the record to DSL.

As well as the **name of the child** and the **details of the observations**, you should also include in your record:

- the **place** where you made your observations the **date** and **time** of the observations, the **name of the perpetrator, any witnesses, your name** and **role**.
- Use the **exact words** used by the pupil.
- Record whether the pupil provided consent to share the disclosure. If the pupil did not give consent, explain why you would have to share the information with the DSL.

Distinguish fact from opinion. The emphasis should be on facts – what you saw and what you heard. If you are writing a record of what a child or adult said, keep as near to the exact words that were spoken as possible. You may want to include some information about how you interpreted your observations. This may be helpful, but should be clearly distinguished from the facts. Other kinds of opinions should be avoided.

- Your record should make clear why you are concerned about the child.
- It is better to have a shorter record that includes all such information than a longer one that includes unnecessary information.

Appendix V GUIDANCE FROM THE GUERNSEY EDUCATION DEPARTMENT

Safeguarding Children and Child Protection

The Children Law (Guernsey & Alderney) 2008 states that all States Departments have a duty to work together & share information to ensure that children get the services they require. This is also essential to protect children and young people from suffering harm, abuse or neglect and to prevent them from offending. Further information is available at <http://childrenlaw.gg>.

All island schools are required to comply with the Inter-agency Guidelines on Child Protection. These may be located at <http://www.online-procedures.co.uk/guernsey/>.

The guidelines emphasise that everyone has an important part to play in preventing the abuse of children, and in responding to situations where they think that a child may be suffering, or at risk of suffering from serious harm.

Therefore if we have concerns about a child or believe that a child has suffered or is likely to suffer serious harm then the school will contact Health and Social Services Department, Assessment and Intervention Team to determine whether a referral should be made. Any concerns raised by members of staff in the school will be reported to the Principal and School Designated Safeguarding Lead, who will make contact with HSSD colleagues as appropriate.

Appendix VIa MISSING PUPILS POLICY (Senior School)

In addition to morning and afternoon registration, all teaching staff are responsible for registering their class or group at the beginning of every lesson or school session. If a pupil is considered missing, please follow these steps:

Action

- i. If you are able to do so, check any emails regarding pupil absence for school trips or fixtures.
- ii. Ask other pupils, and where appropriate ask them to phone the pupil and / or send a message to them. If in any doubt as to the explanation, please contact the school office for confirmation.
- iii. If a pupil is missing from your lesson without explanation, you should contact the school office either by email, by phone or, if necessary, send a pupil to the school office.
- iv. The school office will contact the Vice-Principal (Pastoral), their tutor and/or Head of Year to seek further information. The school office will decide at this point, whether to contact home. Parents should only be contacted once the College site has been initially searched and when it is considered that the pupil is off-site and the absence is real. Parents must then be informed and updated regularly. The Vice-Principal (Pastoral) in discussion with the Principal will then decide whether to call the police (01481 725111).
- v. If a pupil fails to register in the morning, the school will always contact a parent as soon as possible once it has been determined that the pupil is not on the College site.
- vi. Where appropriate, the Vice-Principal (Pastoral), in consultation with the police, will arrange for ferry and airport terminals to be checked for the missing pupil.
- vii. Report back to the Principal when the missing pupil is located. Immediately inform parents and police.

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- viii. Upon the pupil's return, when appropriate, the Principal and SLT must consider the reasons for absence and keep a record of the reasons given by the pupil and any action taken in the light of those reasons. Notes should be taken and kept in the pupil's school records.
- ix. The pupil should be offered support/counselling if appropriate.

Review

- x. Where appropriate, the SLT should review the procedures for the supervision of pupils with close attention to the circumstances in which the pupil went missing. If necessary, improvements to procedures should be made and logged.
 - i. Any report from the pupil that he went missing because of abuse at the school should be immediately referred to the DSL for consideration under HSSD guidelines and procedures.

Record keeping

- ii. The Vice-Principal (Pastoral) to complete the missing pupil paperwork for the pupil's records including:
 - Circumstances of the pupil's absence
 - Circumstances of the pupil's return
 - Any reasons given by the pupil for going missing
 - Any action taken in the light of these reasons.
 - Action of the police, if any.

Appendix VIb

MISSING PUPILS POLICY (Junior School)

As soon as any pupil from EYFS to Year 6 is identified as being missing without authority (e.g. after registration, by staff during lessons, activities, break times or games, or by staff at register/roll calls), the following action is to be taken:

Action

- i. Immediately inform the Headmaster on 07781 157404 or in the case of EYFS and Acorn House, Deputy Head of Acorn on 07781 441466, who will take responsibility for the investigation. Inform School Office, who will inform Deputy Head (Pastoral).
- ii. Deputy Head (Pastoral) to oversee the co-ordination of a staff search party. Pupils, as far as possible, are not to be used in such a search. Grounds and buildings to be searched whilst:
 - Guernsey Police are alerted on 01481 725111. Photo emailed by School Office with physical and clothing description.
 - Office staff check registration data (ascertain the time the pupil was last registered present), Music Department, authorised trips away from ECJS, timetable changes etc.
- iii. Headmaster or Deputy Head of Acorn to alert parents after swift, initial search confirming that the pupil is not in school or cannot be found.
- iv. In the case of an older pupil, speak to close friends who may know the habits or the intentions of the missing pupil. Speak to siblings, for possible information, without causing alarm.
- v. Keep Upper College staff informed if the pupil has a sibling at Upper College.
- vi. The Deputy Head, in consultation with the police, will arrange for ferry and airport terminals to be checked for the missing pupil.
- vii. Report back to the Headmaster when the missing pupil is located. Immediately inform parents and police. Deputy Head to arrange the collection or return of a pupil. Any pupil must be responded to positively on return in an age- appropriate manner.

Aftermath

- viii. Upon the pupil's return, when appropriate, the Headmaster and SLT must consider the reasons for absence and keep a record of the reasons given by the pupil and any action taken in the light of those reasons. Notes should be taken and kept in the pupil's school records.
- ix. The pupil should be offered support/counselling if appropriate.

Review

- x. In the case of all pupils, but especially younger pupils in EYFS and Acorn House, staff should review the procedures for the supervision of pupils with close attention to the circumstances in which the pupil went missing and report any findings to the Head and Deputy Head and if necessary, improvements to procedures should be made and logged.
- xi. Any report from the pupil that he/she went missing because of abuse at the school should be immediately referred to the DSL for consideration under HSSD guidelines and procedures.

Record keeping

- xii. The Headmaster or Deputy Head of Acorn House to complete the missing pupil paperwork:
 - Circumstances of the pupil's absence
 - Circumstances of the pupil's return
 - Any reasons given by the pupil for going missing
 - Any action taken in the light of these reasons
 - Action of the police, if any.

Appendix VII

**PROCEDURES FOR REPORTING AN INCIDENT OF CHILD ABUSE
SUMMARY**

Child makes a disclosure to teacher or teacher has concerns about child either as a result of one observation or several observations over a period of time. (Including a report from a parent or information from another pupil.)



Teacher refers matter to DSL (Designated Safeguarding Lead), discusses with the DSL and makes full notes.



DSL meets with the Principal to plan a course of action and to ensure that a written record is made.



Having checked and verified the cause for concern, the Principal/DSL makes referral to the Assessment and Intervention Team duty social worker (01481 723183) or the Emergency Duty Team (01481 725241).

Any letter sent should be marked **“Confidential”**.



Principal to inform the Chairman of the Board of Directors and the Safeguarding Director.

Safeguarding Team

Jonathan Shaw is the Designated Safeguarding Lead (DSL) at Elizabeth College
Liz Bott is the DSL at ECJS
Jo Atkinson is responsible for EYFS (Acorn)
Tim Slann is the Deputy DSL at College
Jim Walton is the Deputy DSL at ECJS
Davey Le Marquand is the Director for Safeguarding

If there is any doubt about whether to take further action, advice must be taken from:

→ The Assessment and Intervention Team (and if appropriate, the Police)

↙ When seeking advice, names do not have to be given - an enquiry is being made.

Record Advice given.

Where the DSL is suspected of child abuse or an allegation is made, the Principal is informed directly. Where the Principal is suspected or an allegation is made against him the designated teacher will instigate proceedings and inform the Chairman of the Board.

Appendix VIII

CHILD PROTECTION CAUSE FOR CONCERN FORM:

Name of child:		Date of Birth:
	College / Beechwood / Acorn / Pre-school <small>Delete as applicable</small>	Form / Class:
Cause for concern to DSL or deputy DSL raised by:		
Date and Time:		
Persons present:		
Reason for disclosure:		
Initial action taken:		
Signed		
Further action taken:		
Report passed by DSL or deputy DSL to Principal	Principal's signature	Date:
Referral made to Assessment and Intervention Team by:		Date:
Outcome:		
Reported to the Chairman of the Directors / Safeguarding Director	Director's signature	Date:

Referral to the Assessment and Intervention Team

The form for referral is available on the following link:

<http://www.online-procedures.co.uk/guernsey/contents/appendices/referral-form/>

Appendix IX (to be issued to all staff)

SAFEGUARDING GUIDELINES SUMMARY

If you are suspicious, or have serious concerns about the welfare of a pupil, you should report this immediately to the **Designated Safeguarding Lead (DSL)**.

- **Jonathan Shaw** at Elizabeth College (in his absence, Tim Slann is the Deputy DSL)
- **Liz Bott** at Elizabeth College Junior School (in her absence, Jim Walton is the Deputy DSL for Beechwood and & Jo Atkinson is the Deputy DSL for Acorn House)

You may also report a concern to your Line Manager if you are unsure where to find the DSL.

All staff (including temporary staff and volunteers, sports coaches, peripatetic music teachers and other regular visitors) receive induction training. Any member of staff who organises an activity or trip is responsible to ensure that all volunteers or paid assistants have undergone appropriate safeguarding procedures. Failure to do so will be regarded as a serious disciplinary offence. If in any doubt, please speak with the Principal or DSL.

All staff and volunteers must:

- Have access to the Safeguarding Policy and Procedures.
- Know the identity of the DSL in the area of College in which they work.
- Have read latest 'Keeping Child Safe in Education' (KCSIE) Part 1 and be aware of the 'Prevent Duty'.
- Follow the staff Code of Conduct (see below and Appendix II of the Safeguarding Policy or the staff handbook).
- Know how to identify signs and symptoms of possible abuse.
- Know how to talk to children about whom they are concerned, how to record & to report this information (see below).
- Know how to respond to an allegation or suspicion of abuse or neglect. If in any doubt speak to the DSL.
- Know how to respond to an allegation against a member of staff.

If a pupil tells you something...

- Listen carefully without interrupting
- Don't ask questions except for clarification. It is not your role to investigate.
- Do not promise confidentiality
- Explain what you will do next
- Write down what you have been told, using exact words where possible, including dates.
- Pass on the information to the DSL without delay

If you feel a concern has not been taken seriously enough, you should refer the matter yourself to the Assessment and Intervention Team. Wherever possible, however, a conversation should ideally take place with the DSL before any such referral is made.

Staff and Volunteer Code of Conduct

All adults are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should always work, and be seen to work, in an open and transparent way. Staff should fully adhere to the Code of Conduct for Staff (Appendix II).

Full details of the staff Code of Conduct, procedures for dealing with Safeguarding issues and contact details are available in the Elizabeth College Safeguarding Policy. If you do not have a copy, it can be found on the College website.