



SAFEGUARDING POLICY - Elizabeth College and Elizabeth College Junior School (ECJS) & EYFS

Safeguarding Team

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Other agencies

Guernsey Child Protection overview	Overview & Child Protection Awareness (Level 1)	
MASH (Multi-Agency Support Hub) Island Safeguarding Children Partnership (ISCP) Health and Social Care (HSC)	For advice & referrals call the phone number or visit the website http://iscp.gg/ (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 in UK)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (September 2021)

Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#history> (last updated February 2020)

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)

Disclosure and Barring Service

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

Veale Vashborough 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.’

Useful Government publications

Advice for practitioners providing safeguarding services

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners) (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 26 2015)

Mental Health and Behaviour in Schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> (March 25 2015)

Safer Recruitment training online <https://ssscpd.co.uk/safer-recruitment/>

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SAFEGUARDING POLICY

1.0 Introduction statement

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

- i. Student 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, HSC), the Independent Schools Inspectorate (ISI) regulatory requirements for British International Schools and the revised UK statutory guidance 'Keeping Children Safe in Education' (KCSIE, September 2021) 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 Island's 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.
 - viii. The school is part of Operation Encompass which aims to ensure all children experiencing domestic abuse receive timely support in their school, no matter where in the world the child lives.

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 students 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 students 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 MASH (HSC) 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 a 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, processes, procedures, and responsibilities of other agencies.
- provide advice, support, and information (for example on training) to staff as appropriate
- refer all suspected cases to MASH, the DBS (where a person is dismissed) and / or the police
- liaise with the Principal, the Safeguarding Director and HSC regarding all ongoing enquiries
- co-ordinate action by staff in cases of suspected child abuse and reporting to HSC
- 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 student leaves
- ensure children are taught about safeguarding, including online dangers such as the sending of semi nudes, cyber-crime and the use of chat rooms, 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 procedures and policies; this is formally reviewed and discussed annually at a meeting of the Board of Directors (Michaelmas Term or whenever needed). The Director meets regularly with the DSL to review safeguarding concerns.

1.4 Training & Induction

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



- All staff and students are reminded of relevant safeguarding procedures each term (Chaplain's or Year Group assemblies) as a minimum, along with informal updates emanating from the DfE & 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/DDSL (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.
- School policies including safeguarding, behaviour and missing from education are shared with all staff.

1.5 Concerns and Complaints Procedure (including threshold)

Concerns or complaints from students, parents or staff must, in the first instance, be brought to the attention of the DSL. As a school we actively encourage staff to raise concerns that do not meet the harm threshold including suspicion, complaint, or disclosure made by a child, parent or other adult within or outside the organisation. 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 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 must 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 HSC, the police and other appropriate agencies to promote the welfare of children.



1.6 Online Safety & Filters

Students are taught to stay safe online covering subjects including extremism and radicalisation, pornography, digital footprint, cyber-crime and gambling through a variety of methods. These include: the Wellbeing curriculum, ICT lessons, collapsed curriculum days, assemblies and tutor periods. Appropriate filters are in place on the school ICT system. Staff are aware that students 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 students to be fully informed of the dangers of the online world. This is reinforced in the College's Digital Safety Policy <https://elizabethcollege.box.com/s/elmqvw9byczmk557eqvzx5df76d5fatj>

1.7 Evaluation

The DSL and the Board of Directors will review safeguarding policy and procedures every year (Michaelmas Term or whenever needed) 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.

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 students 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 students.

The purpose of the following procedures is to protect the students 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 mental and physical 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 must have an awareness of additional indicators of abuse (see Annexe A, KCSIE) [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) such as frequent absences and dangers linked to behaviours such as drug taking, truancing, sexting and semi nudes. Abuse may also take the form of bullying, cyberbullying, abuse by peers (such abuse must 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 students with special educational needs & disabilities face additional safeguarding challenges. Victims and perpetrators 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. Furthermore 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 DSL. Abuse may also be by one student against another student (please see the College Anti-Bullying Policy).

<https://elizabethcollege.box.com/s/70nchchrhykifcpuwz7w9z1efox6xz1g> Mental health issues can also be a sign of abuse. A bullying incident must 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 [If you are concerned about a child in Guernsey or Alderney - Child Protection Guidelines \(iscp.gg\)](#) and incorporates guidance from KCSIE (September 2021). All members of staff (teaching, administrative and ancillary) must be aware who the Designated Safeguarding Lead and Deputies are within Elizabeth College and ECJS.

- i. Staff must remember that the welfare of the child is paramount, and early help is essential. It is essential that all low-level concerns are passed on to the DSL as they can form part of a wider safeguarding picture. It is the responsibility of all staff to respond appropriately if they feel a child might be at risk. All staff must 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. Staff are trained to reassure students that they are being taken seriously and that they will be supported and kept safe.
- ii. Any such concerns must be communicated without delay to the DSL (or if he is absent to the deputy DSL or the Principal).
- 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.** Staff must avoid leading questions or accusations. A record must 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 student 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 a MASH social worker 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 HSC 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'. This is done for both concerns that are deemed to meet the harm threshold and those seen as low level. If there is suspicion of abuse, the welfare agency must be contacted as soon as possible and certainly within 24 hours.
- vii. All staff, and not just the DSL, can make a referral to HSC if there is a risk of immediate serious harm to a child. Wherever possible, however, a conversation should take place with the DSL before any such referral is made.

In urgent cases a Duty Social Worker (HSC) can be contacted at anytime (01481 222222)

- viii. At the junior school, a member of staff must inform the ECJS Designated Lead (DSL). The DSL at the junior school will keep the DSL at Elizabeth College informed of action taken.
- ix. If it is felt that the child concerned is at risk, or their needs are not being sufficiently met, the case is referred formally to MASH 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 HSC. 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 must 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, supply teachers, volunteers and contractors

- i. The Principal and/or the Headteacher at ECJS must be informed immediately if it is suspected that a teacher, any member of staff, supply teacher 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 Principal and/or the Headteacher at ECJS 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 the allegation will be referred to MASH to ascertain the full facts, and a student can be removed from a potential source of harm or neglect. If the Principal is absent, the allegation must be passed to the Chairperson of the Board of Directors.



- ii. Where the DSL is suspected or subject to an allegation, the Principal must be informed immediately.
- iii. Where the Principal is suspected or subject to an allegation, the Chairperson of the Board of Directors must be notified without notifying the Principal. In addition, a MASH social worker can be contacted directly.
- iv. All allegations must be referred to MASH. 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 must be informed from the outset. Part 4 of KCSIE (pp81-98) 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 HSC when making a decision. Part 4 of KCSIE (361) [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/Keeping-children-safe-in-education-2021.pdf) makes clear that all options to avoid suspension must 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 any investigation to proceed unimpeded with no presumption of guilt.
- vi. The College will make every effort to maintain confidentiality.
- 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 must contact, another member of SLT the DSL or a social worker (HSC).
- viii. If there has been an unsubstantiated allegation against a member of staff, the College must work with the HSC to determine whether any improvements must be made to the College's procedures or practices to prevent similar events in the future.
- ix. If the teacher is supplied by an agency, College will inform them of any allegation and agencies should be fully involved and co-operate in any enquiries from the relevant authorities.

2.4 Allegations against students

If an allegation is made against a student, he/she 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 a MASH social worker on the investigation of such allegations as appropriate and will take all appropriate action to ensure the safety and welfare of all students involved, including the student or students accused of abuse. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the HSC, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. Our school recognises the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders –for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent



- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - oHow to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
 - oThat even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening –staff should maintain an attitude of “it could happen here”
 - oThat if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.
 - oThat certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - oThat a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - oThe important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
 - oThat they should speak to the DSL immediately if they have any concerns

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 student’s school records (see Appendix IV).

Where there is a report of child on child sexual violence and sexual harassment College follows the statutory guidance as set out by KCSIE Part 5 (pp427 to 443)

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 College abides by its Safer Recruitment Policy.

<https://elizabethcollege.box.com/s/0a0uryw0k1gbya2pcc3pc3j2ehew6ikf>

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

- 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. All interviews will be conducted by a panel of 3 minimum, one of which must have undertaken Safer Recruitment training. Questions on safeguarding are included.
- vi. All external job offers, and internal job offers (from non to educational duties) 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 TRA and an additional 'section 128' check for candidates to management and senior leadership positions.
- vii. All new members of staff are given a copy of our Safeguarding Policy, which includes the School's Code of Conduct, and Part 1 of KCSIE. Further details of staff training are found in section 1.4 of this document (page 4).
- viii. Any staff working within the school who are employed by other organisations, will be supervised whilst on site or appear on an approved visitors list having supplied evidence of up to date DBS checks. we obtain written assurance that any staff employed by another organisation (who have unsupervised access to our students) are DBS checked.
- ix. 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 or a volunteer) whose services are no longer used because he/she is considered unsuitable to work with children. Compromise agreements will not apply in this connection.
- x. A referral will also be made to the TRA 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 TRA (Teaching Regulation Agency) <https://www.gov.uk/government/organisations/teaching-regulation-agency>

2.8 Missing students' procedures: see the Missing Students Policy (Appendix VI)

2.9 Mobile phones and cameras

Staff must be aware of the College policy on 'Taking Storing and using Images of Children' [Taking Storing and Using Images of Children Policy.docx | Powered by Box](#) . Staff must follow the guidance set out in section 9. 'Use of Cameras and Filming Equipment (including mobile phones) by Staff'. Cameras and mobile phones are not allowed within the pre-school setting. In the case of special events, parents will be advised whether or not photography is permitted.

2.10 Sexting, sharing nudes or semi nude images/video

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

If a student'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 student 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 HSC 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 students 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 could, at the Principal's/Headteacher's discretion, 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 students

If a student reveals that they are sexually active it may be a safeguarding issue. The member of staff concerned must report this to the DSL. They will then decide, having due regard to the student's age and maturity, whether this is a child protection issue. If so, steps must 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 and mental health

All staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation. Elizabeth College recognises that, whilst only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. It is recognised that self-harm may be linked to a child protection issue. Staff, especially tutors, must be vigilant and aware of the causes and symptoms of self-harming. Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education and should immediately raise any mental health concerns which are also safeguarding concerns with the Designated Safeguarding Lead (DSL) or deputy, and follow their child protection policy.



2.13 Unexplained absences

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

2.14 Looked after students

The DSL will keep a list of students 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 students 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 must be reported to MASH immediately; the latter should lead to inter-agency assessment.

2.16 Peer on Peer abuse (also see 2.4)*

Victims and perpetrators of peer on peer abuse, including abuse within intimate relationships between peers, will be supported by the most appropriate person/s in the pastoral team. Where appropriate, advice of professionals (HSC / police) will be sought. All allegations will be fully recorded, reference made on the Safeguarding Notes, investigated and dealt with adhering to the school's Behaviour and Rewards Policy and the Anti-Bullying Policy. Abuse will never be tolerated or passed off as 'banter'. When the peer on peer abuse consists of sexual violence and or sexual harassment the DSL, DDSL and Board of Directors have been signposted to an extra publication. Entitled 'Sexual violence and sexual harassment between children in schools and colleges'. Reports of peer on peer abuse are treated with the same degree of seriousness whether they occur on-line or face to face and regardless of venue at which they occurred (in school or outside of school).

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

2.18 Welfare Responsibilities

The College recognises its wider responsibility for the welfare of its students. It employs a wide range of measures to support students and to promote their welfare within the pastoral care framework. The Wellbeing programme is central to our student's welfare and is supported by assemblies, tutorials, parent information evenings, parent workshops and visiting speakers. Students have a number of different people they can speak to if they have any concerns or need support; these are detailed in the student safeguarding posters and also available on Firefly. Year teams meet weekly to share information and update the Welfare Concerns List, which is accessible to the whole staff. The majority of the information can be shared openly but some information such as having a family member being involved in the court system, in prison or for example a report of domestic abuse, via Operation Encompass, would not be shared but the students name would appear on the list and staff would be referred to the DSL/Head of year and information would only be shared if appropriate.

2.19 Sixth Forms in Partnership

Our 'Sixth Forms in Partnership' arrangement means that some students 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. The Principal of Ladies' College, Mrs A Clancy is the DSL (01481 721602 principal@ladiescollege.ac.gg). In her absence the DSL is Dr Venessa Mitchell



(Vmittchell@ladiescollege.ac.gg). Their Child Protection Policy can be found on their website.

<http://www.ladiescollege.com/information/policies>.

2.20 The 'Prevent Duty', Child Sexual Exploitation, Child Criminal Exploitation and radicalisation

KCSIE gives specific advice regarding child sexual exploitation and child criminal exploitation and preventing radicalisation. Both CSE and CCE are forms of abuse and both occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Staff must 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 following a path that at some future point may lead to committing acts of violence or encouraging or helping others to do so. There is a separate Prevent policy but staff must be mindful of their responsibilities to identify and report any suspected cases of radicalisation to the DSL. In addition staff must ensure that students 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.

2.21 So Called Honour Based Violence

KCSIE gives specific advice regarding so called honour based violence including female genital mutation and forced marriage. Staff must pass on any concerns regarding these areas to the DSL as soon as possible.

2.22 Sexual Harassment and Violence

Sexual harassment and violence can occur between two children, or groups of children, of any age and sex. It can occur online and offline, on or off site and be both physical and/or verbal, and are never acceptable. Staff should always challenge behaviour relating to sexual harassment and violence; it is not acceptable and it should not be dismissed as 'banter' or 'part of growing up' as this can lead to normalisation of such behaviours as listed below:

- Rape
- Assault by penetration
- Sexual assault
- Sexual comments
- Sexual jokes
- Physical behaviour – such as deliberately brushing against someone.
- Online sexual harassment
- Up skirting- is a term used to describe the act of taking a sexually intrusive photograph up someone's skirt without their permission.

In the event of an unsubstantiated, unfounded, false or malicious report, school will provide support as necessary, for all parties concerned, distinguish whether it is a cry for help or consider whether disciplinary action should be taken.

2.23 Covid Protocol

In order to deal with whole, or partial, site closures, Elizabeth College follows the strict guidance and recommendations as set out by the Board of Health and Civil Contingencies Authority.



2.24 Cyber bullying and the misuse of Technology

There are increased risks to students through their use of technology and young people can be both victims and perpetrators of abuse. This is not tolerated and the school uses Smoothwall to filter and monitor activity of this kind and further details of the processes and procedures for dealing with this can be found in the Digital Safety and Acceptable Users Policy.



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. Staff are trained to understand that early information sharing is vital for the effective identification, assessment and allocation of effective support and service provision.

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:

- by the impairment or illness
- by the medication
- as 'it has always been like this'
- as attention seeking behaviour
- as self-inflicted

All staff must 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 must never be tolerated or passed off as ‘banter’ or

part of growing up), sexting, sexual assaults between young people and gender-based issues. Staff must recognise that students with special educational needs & disabilities face additional safeguarding challenges.

If a student is missing from education, staff must 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.

More Specific Signs and Types of Behaviour are:
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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.



Appendix I: continued

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 must 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. You must be concerned 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 must 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.



Appendix I: continued

<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> <ol 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> <ol 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> <ol 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> <ol 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. It can involve forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence.

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
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) Medically there are other indicators, but these will not be apparent at school.	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.



Appendix II:

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

A. Introduction

In seeking to uphold the best interests of our students, 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

Staff have a duty to be fully aware of all their Safeguarding responsibilities. This includes having read the Safeguarding Policy and the latest version of Keep Children Safe in Education.*

1. Private 1 to 1 Meetings and Detentions with Students

- (a) Any adult who coaches / teaches a student in a one to one situation (for example in sport or music) must take particular regard of safeguarding arrangements. They must 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 student (without other adults in the near vicinity), the DSL must be notified.
- (b) Staff must be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff must conduct such interviews in a room with visual access, or with the door open.
- (c) 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.
- (d) In such interviews there should be a desk width between teacher and student.
- (e) Where possible another student or (preferably) another adult should be present or nearby during the interview, and staff must take active measures to facilitate this.
- (f) A teacher should not travel alone with a student. Where this is unavoidable, the DSL or DDSL must be told, the parents notified if possible and the student must be seated in the back of the car.

2. Physical Contact with Students

- (a) As a general principle, staff are advised not to make unnecessary physical contact with their students.
- (b) For example in the coaching and playing of sports and in the demonstration of associated skills, physical contact must be avoided. Staff should be aware that such physical contact is open to misinterpretation by the student, 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 must be submitted immediately to his/her line manager.
- (d) It is unrealistic and unnecessary, however, to suggest that staff should touch students 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 must 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 student 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, must 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 student must 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 must be particularly careful when supervising students 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 students in circumstances very different from the normal school/work environment.

3. **Teaching and the Choice and Use of Appropriate Materials**

- (a) A teacher must not repeatedly hector a student using an excessively loud voice nor repeatedly criticise a student to the point of apparent victimisation.
- (b) A teacher must never make sexually suggestive or inappropriate comments about a student, even in jest.
- (c) Teachers must 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 students 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 must consult with a member of the Senior Leadership Team before using it.

4. **Relationships, Attitudes and Social Interaction**

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

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

5. **Communication with students using technology & staff use of technology**

Communication with children and staff, by whatever method, must take place within professional boundaries and staff must 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 must 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 must not have students as 'friends' on their personal pages on social network sites such as Facebook or Instagram. Staff must also ensure all comments on sites such as Twitter are appropriate. Staff should also not make any comments about students on their own social media accounts.



Staff must not give their personal contact details to students, including email, home or mobile telephone numbers, unless the need to do so is agreed with the Principal or DSL. Internal email systems must 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.

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

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 must 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 must 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 must be passed onto the DSL. 'Resilience to radicalisation' must 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 must 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 students. Any such benefit or interest must 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 or the staff representative on the Board of Directors. Any allegation against the Principal should be reported to the Chairperson of the Board of Directors. This would include inappropriate behaviour by one member of staff towards another.

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 students or staff 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.

10. Failure to report a Safeguarding Concern

All staff are required to report any safeguarding concerns, in most instances to the DSL but in some circumstances to the Principal, the Chair of Governors or to MASH.



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 must always be reported to the Designated Safeguarding Lead or the Principal.

Staff are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff must 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.

- 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.

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 must report it to HSC or the police. The disclosure must otherwise be kept confidential. This means respecting the young person's right to privacy except where their safety or well-being is in question. Support is available to staff upon request from the DSL or Headteacher following any unsettling disclosure.

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



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. Regardless of the level of concern 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 student.
- Record whether the student provided consent to share the disclosure. If the student did not give consent, explain why you would have to share the information with the DSL.

Distinguish fact from opinion. The emphasis must 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 must be clearly distinguished from the facts. Other kinds of opinions must be avoided.

- Your record must 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 (MASH) 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 HSC colleagues as appropriate.

Appendix VIa

MISSING STUDENTS 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 student is considered missing, please follow these steps:

Action

- i. Notify the Office of their absence.
- ii. The school office will contact either the Assistant Principal (Pastoral), Head of Year to seek further information.
- iii. Either the Assistant Principal (Pastoral) or Head of Year will contact parents once the College site has been initially searched and when it is considered that the student is off-site and the absence is real. Parents must then be informed and updated regularly. The Assistant Principal (Pastoral) in discussion with the Principal will then decide whether to call the police (01481 725111).
- iv. If a student fails to register in the morning, the school will always contact a parent as soon as possible once it has been determined that the student is not on the College site.
- v. Where appropriate, the Assistant Principal (Pastoral), in consultation with the police, will arrange for ferry and airport terminals to be checked for the missing student.
- vi. Report back to the Principal when the missing student is located. Immediately inform parents and police.

Aftermath

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

Review

- ix. Where appropriate, the SLT must review the procedures for the supervision of students with close attention to the circumstances in which the student went missing. If necessary, improvements to procedures must be made and logged.
- x. Any report from the student that they went missing because of abuse at the school must be immediately referred to the DSL for consideration under HSC guidelines and procedures.

Record keeping

- xi. The Assistant-Principal (Pastoral) is to complete the missing student paperwork for the student's records including:
 - Circumstances of the student's absence
 - Circumstances of the student's return
 - Any reasons given by the student 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 Head or, in the case of EYFS and Acorn House, Deputy Head of Acorn on 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 must be taken and kept in the pupil's school records.
- ix. The pupil must be offered support/counselling if appropriate.

Review

- x. In the case of all pupils, but especially younger pupils in EYFS and Acorn House, staff must 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 must be made and logged.
- xi. Any report from the pupil that he/she went missing because of abuse at the school must be immediately referred to the DSL for consideration under HSC 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 student.)



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 MASH duty social worker (01481 723183) or the Emergency Duty Team (01481 725241).

Any letter sent must be marked "**Confidential**".



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

Safeguarding Team

Chris Eyton-Jones is the Designated Safeguarding Lead (DSL) at Elizabeth College

Richard Fyfe is the DSL at ECJS

Jo Atkinson is responsible for Acorn EYFS/KS1

Helen Mauger is the Deputy DSL at the Upper School

Liz Bott is the Deputy DSL at Beechwood

Jo Atkinson is the Deputy DSL at ECJS

Steve Sharman is the Director for Safeguarding

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

MASH (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 of child abuse inform the Chairman of the Board or the Safeguarding Director directly.



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 MASH by:		Date:
Outcome:		
Reported to the Chairman of the Directors / Safeguarding Director	Director's signature	Date:

Referral to MASH

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 student, you must report this immediately to the **Designated Safeguarding Lead (DSL)**.

- **Chris Eyton-Jones** at Elizabeth College (in his absence, Helen Mauger is the Deputy DSL)
- **Richard Fyfe** at Elizabeth College Junior School (Liz Bott is the Deputy DSL for ECJS & Jo Atkinson is the Deputy DSL is the lead 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 student 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 must refer the matter yourself to a MASH social worker. 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 must avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff must always work, and be seen to work, in an open and transparent way. Staff must 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.



Appendix X

The Prevent Duty - Elizabeth College and Elizabeth College Junior School (ECJS) & EYFS

1. Introduction

The Counter Terrorism and Security Act (2015) places a Prevent duty on specified authorities to have 'due regard to the need to prevent people from being drawn into terrorism'. This 'Prevent duty'¹ is referred to in the KCSIE (September 2016)² document. As Elizabeth College adheres to the Safeguarding requirements for English schools, it is important that there is an awareness of the '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.

The Designated Safeguarding Lead oversees and coordinates the school's implementation of the Prevent duty.

2. Key Prevent Duties

2.1. Risk Assessment

The general level of risk of students being subject to radicalisation or being drawn into terrorism/extremist activity is low due to the geographical location and the student intake. Page 5 to 7 of the Prevent duty¹ provides advice on risk assessment.

2.2. Policies and Procedures

There is a clear safeguarding policy. This requires staff to be alert to the possibility of radicalisation and extremism. Staff should be able to identify children at risk and protect them. If there is a concern with regards a student, advice will be sought from the Guernsey police referral and Assessment and Intervention Team.

All 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 students 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. All staff are to ensure that visiting speakers, whether invited by staff or students, are suitably supervised.

2.3. Building Resilience to Radicalisation

The promotion of the College values plays a central role in creating a climate that is resilient to radicalisation. The Wellbeing course (PSHE) focuses on character development and teaches students to manage risk, resist pressure, make safer choices and seek help if necessary. Topics such as democracy, diversity and mutual respect are promoted through both assemblies and the curriculum.

2.4. IT Policies and Training

Smoothwall provides additional evidence of searches related to radicalisation on the IT system. Filters are in place to protect children from terrorist and extremist material when accessing the internet in school. The ICT Acceptable User Policy prohibits the access of terrorist and extremist material. Children and parents are given training to stay safe online, both in school and outside of school. Teaching staff are aware of the risks posed by online activity of extremist and terrorist groups. Any suspicious online activity will be reported to www.gov.uk/report-terrorism.



2.5. Working in Partnership

Elizabeth College will liaise with MASH (HSC) and the Guernsey Police with regards any concerns over radicalisation or extremism.

3. Review

This policy will be reviewed annually or more frequently if the issue of radicalisation becomes more relevant.

References and a definition

1The Prevent Duty (DfE guidance for schools to “prevent people from being drawn into terrorism”)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

2Keeping Children Safe in Education (statutory guidance for schools and colleges)

Guidance for schools

<https://www.safeguardingschools.co.uk/prevent-duty-guidance-from-the-dfe-july-2015/>

Extremism

The Governments Prevent Strategy defines extremism as: “Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.



APPENDIX XI

GLOSSARY

Team around the child -	A network of practitioners who work together to agree a plan and delivery of support to meet a child or young person's assessed needs, and to some extent, needs of the family where these impact on the child or young person.
Children in need-	A child's basic needs are not being met in a manner which is appropriate to their individual needs and stage of development.
Children at risk-	A child is, or will be at risk through avoidable acts of commission or omission on the part of those holding parental responsibility.
Smoothwall-	A private software company based in the UK who specializes in the development of web content filtering, safeguarding and internet security solutions.