

# De La Salle College



## Child Protection policy

Compiled by: The Head Master	Date: May 2016
Policy Holder: Mr D Sharrock	Revision date: May 2017

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## Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

## Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Jersey Child Protection Committee (JCPC) and the Department for Education, Schools and Culture (ESC).

## Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

## Terminology

Safeguarding and promoting the welfare of children refers to the process of;

- protecting children from abuse or neglect,
- preventing the impairment of health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- enabling those children to have optimum life chances to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.

## Context

De La Salle College recognises its duty to make arrangements to ensure that our functions are carried out with a view to safeguarding and promoting the welfare of children.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

## Key personnel

The designated senior person for child protection is;

Mr David Sharrock

Contact details;

De La Salle College,  
Wellington Road,  
St Saviour,  
JE2 7TH.  
Tel: 01534 754100.  
E-mail: [d.sharrock@dls-jersey.co.uk](mailto:d.sharrock@dls-jersey.co.uk)

The designated person for primary is;

Mr Gary Coutanche

Contact details;

De La Salle College,  
Wellington Road,  
St Saviour,  
JE2 7TH.  
Tel: 01534 754100.  
E-mail: [g.coutanche@dls-jersey.co.uk](mailto:g.coutanche@dls-jersey.co.uk)

The designated person for secondary is;

Mr Adam Cook

Contact details;

De La Salle College,  
Wellington Road,  
St Saviour,  
JE2 7TH.  
Tel: 01534 754100.  
E-mail: [a.cook@dls-jersey.co.uk](mailto:a.cook@dls-jersey.co.uk)

The nominated child protection governor is

Mr Greg Zambon

Contact details

E-mail: [g.zambon@dls-jersey.co.uk](mailto:g.zambon@dls-jersey.co.uk)

The head teacher is

Mr Jason Turner

Contact details

Tel: 754112 (w)  
E-mail: [j.turner@dls-jersey.co.uk](mailto:j.turner@dls-jersey.co.uk)

## Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements. ESC maintains a list of all designated senior persons (DSPs) for child protection.

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of JCPC procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with JCPC requirements, reviewed biannually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member (normally the chair) to be responsible for liaising with ESC and other agencies in the event of an allegation being made against the head teacher.

The head teacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum.

## Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils

- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

## Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, it is unacceptable for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).

## Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

## Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

## Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in the college complaints procedure.

### **Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Leaflet (see: appendix 2).

### **Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the ESC guidance.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role.
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy (see: appendix 3).

### **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)

seek parental consent

ensure pupils are appropriately dressed

encourage pupils to tell us if they are worried

about any photographs that are taken of them. For an example image consent form, see: appendix 4.

## e-Safety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school's e-safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents Booklet and the Safeguarding Information for Pupils Booklet.

## Child protection procedures:

### Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse:

Physical abuse, emotional abuse, sexual abuse and neglect.

#### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved inadequate or valued only for meeting the needs of another person. It may feature age- or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious

impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2006).

## Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents may view the anti-bullying procedures on the school website and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

## Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. In the absence of the designated person please refer to the communication ladder. (appendix 9)

**Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

## Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day. In the absence of the designated person please refer to the communication ladder. (appendix 9)
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern form (pink form, appendix 7)
- seek support for yourself if you are distressed.

(Appendix 5 provides a flowchart for reporting a concern.)

## If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (ivory form, appendix 6) to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person and give them your completed welfare concern form. (ivory form, appendix 6)

## If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.  
Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form (pink form, appendix 7) and hand it to the designated person. In the absence of the designated person please refer to the communication ladder. (appendix 9)
- Seek support if you feel distressed.

## Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively **and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.**

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

**Referral to Multi Agency Safeguarding Hub (MASH)** The DSP will make a referral to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

### Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Further guidance can be taken from the JCPC Protocol for Information exchange between states Departments. <http://www.gov.je/SiteCollectionDocuments/Caring%20and%20support/ID%20Supporting%20Documents%20MA%202011.pdf>

Child protection information will be stored and handled in line with the Data Protection (Jersey) Law 2005 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Law, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Law does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

## Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with MASH or the police if: the situation;

- is an emergency and the designated senior person, their deputy, the head teacher are unavailable. (see appendix 9 for further sources of advice on the communication ladder)
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Related safeguarding portfolio policies;

- Physical intervention and the use of reasonable force
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistle blowing
- SEN
- Behaviour
- Safer recruitment

## Appendix 1

### Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, would be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 2

### Visiting staff child protection information leaflet

#### WELCOME to De La Salle College

##### School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

##### Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) David Sharrock or a senior member of staff before you leave the school site.

Do not question the pupil or try to secure evidence. **Your responsibility is to report your concern, not to investigate.**

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form (attached) and hand it to the DSP or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the DSP.

### Appendix 3

#### Confirmation of receipt of child protection policy

Name: \_\_\_\_\_

Date of joining school: \_\_\_\_\_

Post: \_\_\_\_\_

Date of induction: \_\_\_\_\_

Name and designation of staff member responsible for induction: \_\_\_\_\_

I confirm that I have received and read the school child protection policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a pupil has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person:



**DE LA SALLE COLLEGE**

**Images consent form**

Pupil and parent consent for the use of images

There is evidence to suggest that some people who are a risk to children may identify potential victims from images (photographs or video recordings) and accompanying personal information that is in the public domain, including school brochures and websites, and local and national media.

To protect our pupils, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographer's unsupervised access to pupils.

In signing this form, pupils and parents give consent for the school or someone commissioned by the school to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of the school on our website, in the school prospectus and in local or national media.

\*\*\*\*\*

I/we agree give consent

I/we do not give consent

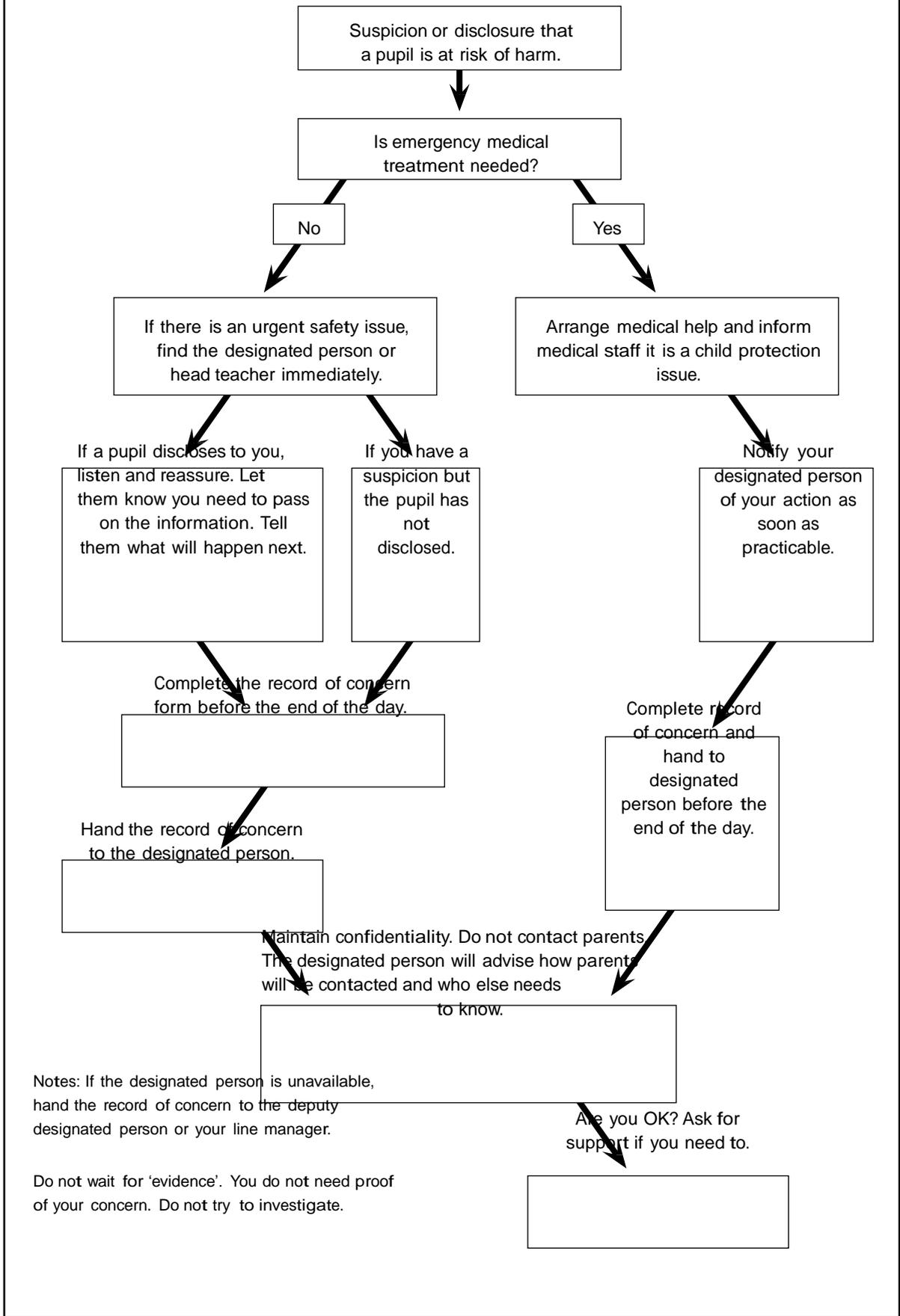
Pupil's name: ..... Year: ..... House: .....

Signed: .....  
Pupil

Signed: .....  
Parent/Guardian

Date: .....

## Appendix 5 Reporting a concern flowchart



## Appendix 6 School welfare concern form

Use this form to record any concern about a pupil's welfare and give it to the designated senior person for child protection, David Sharrock.

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Pupil's full name

---

Date of this record

---

Why are you concerned about this pupil?

---

What have you observed and when?

---

What have you heard and when?

---

What have you been told and when?

---

Date and time you handed this form to the designated person

Are the parents/carers aware of your concern?

Yes No

Class

---

Class teacher/form tutor

---

Your name and designation

---

Signature

---

Have you spoken to the pupil?

Yes No

---

What did they say? Use the pupil's own words

---

Have you spoken to anyone else about your concern?

Yes No

---

Who?

---

Is this the first time you have been concerned about this pupil?

Yes No

---

Further details

Appendix 7 Child protection record of concern: ***To be used in the event of a disclosure***

Pupil's details

Full name

Address

Telephone

Date of birth

Gender:            Male        Female

Ethnicity and culture

Religion

Does the pupil have any disability or special educational need?

Yes        No

Please specify

Does the pupil know this form has been completed?

Yes        No

If not, why not?

If yes, what did the pupil say?

Why are you concerned about this pupil?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself

What have you observed and when?

(This relates to anything you have personally witnessed)

What have you been told and when?

(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?  
(This may be third-party information that is relevant but as yet unsubstantiated)

---

If an allegation has been made, give any details you have about the alleged abuser

---

Date and time of this record

---

Your details  
Full name

---

Position

If you are not a member of the school staff please provide details of your school, agency or service together with a contact telephone number.

---

Do those with parental responsibility know this form has been completed?

Yes No

**NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the pupil at risk. Speak to the designated person first**

---

Does the pupil have any visible injury, or have they told you they have been injured?

Yes No

---

If yes, has medical advice been sought?

---

Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

---

Name and position of the person this record was handed to:

---

Date and time the above person received this record

---

If this record has been handed to anyone other than the designated person please explain why

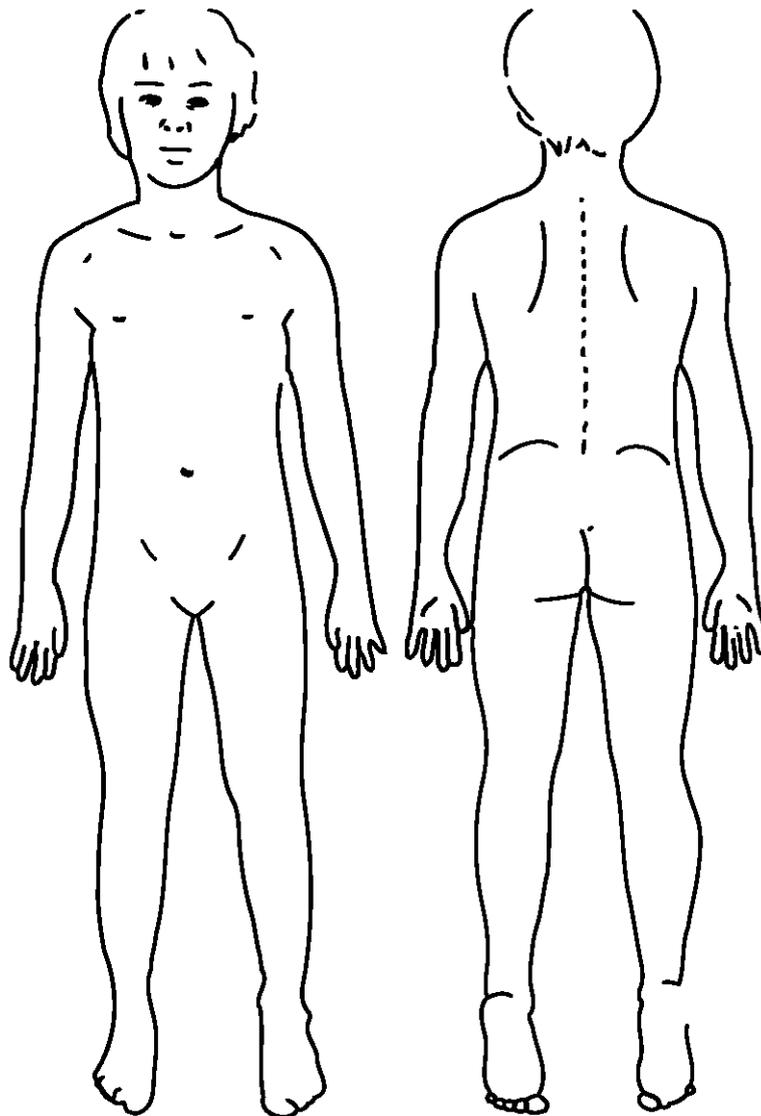
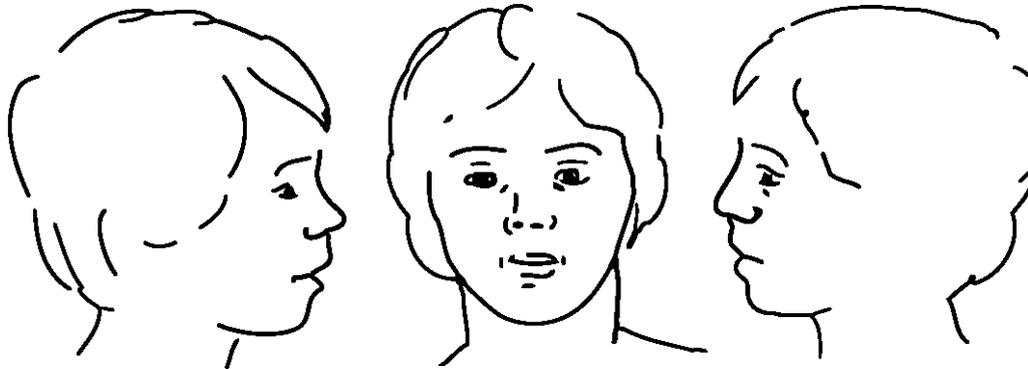
---

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here \_\_\_\_\_

If the pupil has a visible injury, please indicate the location on the body map and staple the body map to this form. Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

**If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the designated person to complete the information.**

Body map



## Appendix 8 Essential contacts

Name and role:	Address, telephone and email address
School designated senior person David Sharrock	De La Salle College, Wellington Road, St Saviour, JE2 7TH. Tel: 01534 754100. Direct Line: 01534 754111. Mobile: 07797886734 E-mail: d.sharrock@dls-jersey.co.uk
Head teacher Jason Turner	Tel: 732994(h) 754112 (w) E-mail: j.turner@dls-jersey.co.uk
Nominated governor Greg Zambon	E-mail: <a href="mailto:g.zambon@dls-jersey.co.uk">g.zambon@dls-jersey.co.uk</a>
Designated person (primary) Gary Coutanche	De La Salle College, Wellington Road, St Saviour, JE2 7TH. Tel: 01534 754100. Direct Line: 01534 754150. E-mail: g.coutanche@dls-jersey.co.uk
Designated person (secondary) Adam Cook	De La Salle College, Wellington Road, St Saviour, JE2 7TH. Tel: 01534 754100. Direct Line: 01534 754111. E-mail: a.cook@dls-jersey.co.uk
Multi Agency Safeguarding Hub	Telephone Number : 01534 449213 Email: <a href="mailto:Enquiries-MASH@gov.je">Enquiries-MASH@gov.je</a>
ESC Child Protection Co-coordinator Shirley Dimaro	Education Sport and Culture PO BOX 142 Highlands Campus JE4 8Q Tel: 01534 445504. Direct Line: 01534 449477. E-mail: s.dimaro@gov.je
Jersey Safeguarding Partnership Board	Jersey Safeguarding Partnership Board First Floor Beresford House Bellozanne Road St Helier JE2 3JW <b>Phone number</b> 01534 442 752 <b>Fax</b> <b>Email address</b> <a href="mailto:safeguardingpartnershipboard@gov.je">safeguardingpartnershipboard@gov.je</a>
Children's service	Le Bas Centre, St. Saviour's Road, St. Helier Jersey JE1 4HR Duty Officer Tel: 01534 443500 Tel: 01534 443533 Fax: 443598
Out of hours duty team (via Police headquarters)	<a href="tel:01534612612">Tel: 01534 612612</a>
General Hospital Accident and Emergency Department	Tel: 01534 622000
CAMHS	Royde House, Midvail Road, St Helier, JE2 3YR Tel: 01534 445030 Fax: 01534 445050

## **Appendix 9. Communication Ladder**

**Refer any incidents or concerns in the first instance to:**

- 1. Mr Gary Coutanche (Primary) or Mr Adam Cook (Secondary)  
(in his absence please adhere to the following chain of command)**
- 2. Mr David Sharrock**
- 3. Mr Jason Turner**
- 4. A Senior Manager within the school**
- 5. Multi Agency Safeguarding Hub (01534 449213 or [Enquiries-MASH@gov.je](mailto:Enquiries-MASH@gov.je))**
- 6. In the absence of all the above you should not delay a referral to the Out of hours duty team (612612)**