

# DE LA SALLE COLLEGE



## SAFEGUARDING POLICY

*“YOU KEEP HIM IN PERFECT PEACE WHOSE MIND IS STAYED ON YOU, BECAUSE HE TRUSTS IN YOU.”*

ISAIAH 26:3

Operational but pending Governing Body approval March 26	
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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 treated with dignity and respect. 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 Safeguarding Partnership Board Procedures](#) (JSPB) and the Government of Jersey, Children, Young People, Education and Skills (CYPES) department [GOJ Keeping Children Safe in Education 2024](#) and the UK government [Keeping children safe in education - 2025](#)

## Policy principles

The United Nations Convention on the Rights of the Child (UNCRC) Article 3 states, ‘the best interests of the child must be the priority in all decisions and action that affect children’.

- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity.
- Everyone has a responsibility to promote multi-agency co-operation to improve the welfare of children, [Working together to safeguard children 2024: statutory guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2024-statutory-guidance)
- This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions.
- Adults should work in an open and transparent way.

## 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 is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

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 are currently on roll at the college.

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. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact

with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child.

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 College Director is;	<b>Mr Jason Turner</b>	De La Salle College, Wellington Road, St Saviour, JE2 7TH.	Tel: 01534 754100 (w) E-mail: <a href="mailto:j.turner@dls-jersey.co.uk">j.turner@dls-jersey.co.uk</a>
The designated <b>senior person</b> for child protection is;	<b>Mr David Sharrock</b>		Tel: 01534 754100. E-mail: <a href="mailto:d.sharrock@dls-jersey.co.uk">d.sharrock@dls-jersey.co.uk</a>
The designated person for <b>primary and EYFS</b> is;	<b>Mr Mark White</b>		Tel: 01534 754100. E-mail: <a href="mailto:m.white@dls-jersey.co.uk">m.white@dls-jersey.co.uk</a>
The designated person for <b>secondary</b> and sixth form is;	<b>Mr Adam Cook</b>		Tel: 01534 754100. E-mail: <a href="mailto:a.cook@dls-jersey.co.uk">a.cook@dls-jersey.co.uk</a>
The nominated child protection <b>Governor</b> is;	<b>Mr Greg Zambon</b>		E-mail: <a href="mailto:g.zambon@dls-jersey.co.uk">g.zambon@dls-jersey.co.uk</a>

## Roles and Responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements. CYPES maintains a list of all Designated Senior Persons (DSPs) for child protection.

The DSP:

- Should be appropriately trained.
- Acts as a source of support and expertise to the school community.
- Has an understanding of JSPB 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 College Director as appropriate.
- Keeps a record of staff attendance at child protection training.
- Makes the child protection policy available to parents.
- Is responsible for overseeing E-safety/Filter and Monitor/Acceptable Use.

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 JSPB 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 College Director
- Safer recruitment procedures that include the requirement for appropriate checks
- A training strategy that ensures all staff, including the College Director receive child protection training, with refresher training at two-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- A system to ensure that all temporary staff, contractors 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 CYPES and other agencies in the event of an allegation being made against the College Director.

The College Director must:

- Ensure that the child protection policy and procedures are implemented and followed by all staff.
- Allocate 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, appropriate physical intervention, e-safety 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 largely due 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 College Director and governors.

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

## Low Level Concerns

De La Salle College is committed to following the guidance in Keeping Children Safe in Education which states that:

*Governing bodies and proprietors should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns. It is important that*

*schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.*

This applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers, and contractors, which do not meet the harm threshold.

Concerns may arise in the following ways, for example, (but are not limited to these):

- Suspicion
- Complaint
- Disclosure made by a child, parent, or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of Low-Level Concerns**

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct (see appendix 1), including inappropriate conduct outside of work; but
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the JDO.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive language

Incidents which fall short of the threshold could include an accusation that is made second or third hand and the facts are not clear, or the member of staff alleged to have done this was not there at the time.

### **The Difference between an Allegation and Concern**

It is important to be clear whether an incident constitutes an 'allegation'. An allegation is where the alleged incident is sufficiently serious as to suggest that one or more children has or may have been harmed, or that the alleged behaviour indicates the individual may pose a risk of harm to children (or otherwise meets the criteria above).

Keeping Children Safe in Education provides this definition of a low-level concern.

If it is difficult to determine the level of risk associated with an incident the following should be considered:

- Was the incident a disproportionate or inappropriate response in the context of a challenging situation?
- Where the incident involved an inappropriate response to challenging behaviour, had the member of staff had training in managing this?

- Does the member of staff understand that their behaviour was inappropriate and express a wish to behave differently in the future? For example, are they willing to undergo training?
- Does the child or family want to report the incident to the police, or would they prefer the matter to be dealt with by the employer?
- Have similar allegations been made against the employee – is there a pattern developing?

Keeping Children Safe in Education, Part 4, Section 2 provides that if there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold and thus should be treated as an allegation, the Jersey Designated Officer (JDO) should be consulted.

As good practice, the college may wish to include the JDO in discussions as to whether the issue should be dealt with as an allegation of harm or a concern. If the decision is reached that the concern falls short of the harm threshold, there may still be a role for the JDO to provide advice and support to the employer. Such a consultation process may allow for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised by a previous employer but not met the threshold for investigation. Whilst the JDO will only record the details of those allegations which appear to meet the threshold for consideration set out above, the College will record the details of any low-level concern that arises in respect of a member of their staff.

Where it is decided that the incident does not meet the threshold of harm/risk of harm and is a concern only, then the college will take steps to ensure any conduct or behaviour issues are addressed with the member of staff through normal employment practices. The college should take into account Teaching Standards: Guidance for school leaders, school staff and governing bodies (Updated 2021) [Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) when considering personal and professional conduct.

### Sharing Low-Level concerns

We recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Having clear policies and procedures.
- Empowering staff to share any low-level concerns with the DSL/College Director/Chair of Governors/Local Authority Designated Officers
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the college's safeguarding system.

### Reporting a low-level concern

- Low level concerns about a member of staff should be reported to the College Director as per the college's Child Protection procedures.
- If the concern is about the College Director this should be reported to the Chair of Governors.
- Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers.

### Responding to low-level concerns

The College Director will be the ultimate decision-maker in respect of all low-level concerns, although it is recognised that depending on the nature of the concern, the College Director may wish to consult with the Designated Safeguarding Lead (DSL) and take a more collaborative decision-making approach. If concerns relate to the College Director, then the Chair of Governors should decide on whether the concern is a low-level concern or not.

If the concern is raised via a third party, the College Director/Chair of Governors will collect evidence where necessary by speaking:

- Directly to the person who raised the concern unless it has been raised anonymously.
- To the individual involved and any witnesses.

The College Director/Chair of Governors will use the information collected to categorise the type of behaviour and determine any further action, in line with the college's staff Code of Conduct. The person responsible will also ensure:

- Allegations that meet the harm threshold will be referred to the JDO for advice
- Low level concerns that the college feel may need further guidance on will be referred to the JDO for advice
- Low level concerns that the college feel they can deal with internally will be dealt with via the college's behaviour policy/code of conduct.
- The college will engage with its HR provider where it is necessary to undertake further investigation and/or deal with the concern under relevant processes.

### Record keeping

All low-level concerns will be recorded. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely, and comply with the college data handling policy.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the College Director/Chair of Governors will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold, we will refer it to the Jersey Designated Officer
- Retained at least until the individual leaves employment at the college

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### Reviewing a low-level concern

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Where a pattern of such behaviour is identified, the College Director/Chair of Governors will decide on a course of action, which may include;

- Disciplinary investigation and/or proceedings
- Management Advice, including recommendations for training
- Referral to the JDO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

If the concern relates volunteers, or any other concerns arise, college can contact the JDO for further advice.

### References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## Managing Allegations against staff and volunteers

If the allegation indicates that the staff member may have:

- Behaved in a way that has harmed a child, or may have harmed a child; or
- Possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children,

The Headteacher or DSL should not investigate the matter or interview the member of staff, child or any potential witnesses. However, they should: record any information about times, dates, location of the incident and names of any potential witnesses, and the name of who has disclosed the concern. This should be signed and dated. They should then seek advice from the Designated Safeguarding Officer for Education (DSOE) as soon as possible. If agreed with the DSOE, that the allegation is not of a safeguarding concern but one of professional conduct, the issue can be managed internally (refer to para 10 of the GOJ policy). This decision should be recorded.

All other allegations (i.e., those that do indicate a safeguarding concern) must be referred to MASH within 24 hours.

When information is received in MASH that appears to meet the criteria listed above, MASH should record the information on the child's file and process it as with any other referral and also immediately inform the Jersey Designated Officer (JDO) by emailing [JDO@health.gov.je](mailto:JDO@health.gov.je) or by phoning 01534 443566. If there is no child within the referral, then this information should be sent

to the JDO central email account JDO@health.gov.je. If a Children's Service Team becomes aware of a potential referral, they should use the JDO central email box to inform the JDO.

MASH and/or the JDO will keep the college informed of the next steps that need to be taken. Any final outcome of the process should be recorded and retained in line with section 15.4 of the GOJ policy (see below).

Further guidance can be found in the Safeguarding Partnership Board [Managing Allegations Policy - JDO 2022 Final Operational \(safeguarding.je\)](#) and the [GOJ Dealing with allegations against staff & volunteers policy](#).

## 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 College Director. Allegations against the College Director should be reported to the Chair of Governors, who will liaise with the Assistant Head (Safeguarding) to ensure the above procedures are followed.

If a member of staff is dismissed from regulated activity in relation to a safeguarding issue/allegation, or would have been dismissed had they not resigned, or the employer ceases to use the person's services, it is likely that a Barring Referral must be made to the DBS. In this respect advice should be sought from the JDO, DSOE and HR. There is a requirement to make such a referral where it is believed that an individual has engaged in conduct that harmed, or is likely to harm a child, or if the person otherwise poses a risk of harm to a child. Referrals should be made as soon as possible after the dismissal, resignation or removal of the member of staff.

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 College Director and governors will receive training that is updated at least every two years and appropriate to their role. Teaching staff will also receive training to understand the process for providing early help and intervention, for example, through the Early Help approach or by requests for involvement to services.

## Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the CYPES 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 induction in to the college's child protection procedures (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.

Specific care must be taken in the use of cameras and mobile phones around children under 5, including ensuring personal devices are not taken in to the setting and only college devices are used as per the e-safety policy. Further guidance can be found in the e-safety policy.

## 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 counter- 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.

## 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 is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.**

There are four categories of abuse:

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

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

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely

perpetrated by adult males. Both sexes can commit acts of sexual abuse including both adults and children. The sexual abuse of children by other children is a specific safeguarding issue.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or 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 [GOJ Keeping Children Safe in Education 2024](#)*

## 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, this may be deemed as 'child on child' abuse (see [GOJ Keeping Children Safe in Education 2024](#)) the head teacher and the DSP will consider implementing child protection procedures.

## If you have concerns about a child

If staff members have any other concerns about a child, they should discuss this with their DSP, the DSP deputy or Headteacher who will decide what action to take and ask you to record your concerns on either a welfare concern form or record of concern form as set out below. This may lead to a referral to the Children and Families hub. Other options could include referral to other services and should be made in accordance with Delivering Effective Support for Children & Families: Understanding the Continuum of Children's Needs (2024)

## Welfare concern

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 report the concern via the college's Safeguard My School (SGMS) webpage <https://edukeyapp.com/safeguard/de-la-salle-college> (See Appendix 5). You will receive an email notification acknowledging receipt of your concern.

The DSP may ask you, the Head of House or another appropriate staff member to try to give the pupil the opportunity to talk. 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'. Any actions taken should be logged on SGMS by the DSP or the appropriate staff who have had the concern shared with them.

## 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 leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother thinks about all this. TED questions (Tell, Explain, and Describe) used to gain clarification about what a pupil is saying may be used. (Speak to the DSP or refer to the foundation update training as required).
- At an appropriate time, tell the pupil that in order to help them, you must pass the information on as indicated in the college confidentiality statement posters (Appendix 2).
- 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, ensure the pupil is safe and let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person. In the absence of the designated person, please refer to the communication ladder (Appendix 7).
- Write up your conversation as soon as possible by reporting the concern via the college’s Safeguard My School webpage <https://edukeyapp.com/safeguard/de-la-salle-college> (See Appendix 5).
- 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 contact 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 the Children and Families Hub.

Referral to Children and Families Hub (CAFH) The DSP will make a referral to CAFH 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.

## 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 7).

**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 7).
- 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 your concern on Safeguard My School (Appendix 5).
- Seek support for yourself if you are distressed.

(Appendix 4 provides a flowchart for reporting a concern.)

## Child on Child abuse

Sometimes 'significant harm' refers to harm caused by one child to another (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse'. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

Staff will be aware of the harm caused by peers and will use the school's behaviour, e-safety and anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection, rather than these procedures. If staff are in any doubt, they should speak to the appropriate DSL and follow the child protection procedures outlined above. 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.

## Domestic Abuse Notification

At De La Salle College, we are working in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence/abuse in their household. This scheme is called Operation Encompass in the UK with Jersey developing a Domestic Abuse Protocol to mirror good practice. In order to achieve this, the Jersey Multi-agency Safeguarding Hub (MASH) will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s) in school. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires. We record this information and store it securely with the record keeping procedures outlined in this policy.

## 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, College Director 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 Government of Jersey Procedure for disseminating sensitive information.

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
- kept 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 College Director.

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:** If a child is in immediate danger or is at risk of harm, the police should be contacted immediately and a referral to the Children and Families Hub (C&FH) should be completed. Anyone can call the Children and Families Hub for advice on telephone number 519000, but where a referral is not made by the DSL themselves, the DSL and/or Headteacher should be informed as soon as possible that a referral has been made.

## Related safeguarding portfolio policies;

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

# Appendix 1



## DE LA SALLE COLLEGE



### Safeguarding Children and Young People: Safe Working Practice Agreement

De La Salle College is committed to safeguarding and promoting the welfare (Article 3 and 6) of children and young people (Article 1) and expects all staff and volunteers to share this commitment. We recognise that as Duty Bearers we must protect and promote children and young people's rights as outlined in the UN Convention on the Rights of the Child. The following is, therefore, a code of conduct for all adults working in or on behalf of the College, including those involved in home visits or any out of school activities.

#### **You should always:**

- Behave in a mature, respectful, safe, fair and considered manner at all times treating students with dignity and respect.
- Provide a good example and 'positive role model' to the pupils.
- Observe other people's right to confidentiality (unless you need to report something to the DSPO or Head e.g. concerns about a child protection issue). (Article 6 and 16)
- Treat all children equally; never favour one particular child, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your line manager. (Article 2)

#### **Report to the Head or his Assistant Head (as soon as possible):**

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviour of another adult in the College which gives you cause for concern re breach of this code of conduct or other school policies and procedures (in case of an allegation concerning the Head, the Chair of Governors) (Article 6 and 19)

#### **You should never**

- **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to work with other people's children**
- Touch children in a manner which is or may be considered threatening, sexual, gratuitous or intimidating (Article 19 and 34)
- Discriminate either favourably or unfavourably towards any child. (Article 2)
- Give personal contact details, text, email or telephone except for agreed work purposes using work IT, or make arrangements to contact, communicate or meet children outside of work.
- Develop 'personal' or sexual relationships with children (Article 34)
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so. (Article 19)





- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate\* or offensive nature (Article 2)
- Give or receive (other than 'token') gifts unless arranged through your line manager / Head
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol. (Article 33)
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so.

**\*Please note:**

It is the perception of the person subject to a remark or action rather than your state intention that defines 'appropriate' or 'inappropriate'.

I ..... have read the above and agree to abide by the Safe Working Practice guidance contained therein.

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



## Appendix 2 Confidentiality Poster



### College confidentiality Statement

"The College endeavours to safeguard and protect all students within our community. However, due to our obligation to act in the best interests of children, the College cannot guarantee confidentiality. If any member of staff has any safeguarding concern, either through a conversation or observation, they are duty bound to report the concern to the appropriate safeguarding lead at the College, in line with the College Safeguarding Policy."

#### What a Teacher will say to you

"As a member of staff at the College, I cannot guarantee that what you say to me will be kept confidential. If, in our conversation, I believe that there is a safeguarding concern for you or anyone else you discuss, I am duty bound to pass that information on to our College safeguarding team."

#### What we will guarantee students

"What we can guarantee you, is that anything you tell us will be taken seriously and only shared with those that need to know. We will make sure that you or anyone else who needs help, gets the appropriate support."

---

#### What a teacher is likely to ask you

During a disclosure, the teacher will use the **TED** acronym to determine the voice of the child and what they wish to report. Below are some examples of the type of questions that may be used by the member of staff during a safeguarding disclosure by a student;

**TELL:** "Tell me what you mean by that?"  
"Tell me how that made you feel?"

**EXPLAIN:** "In your own words, can you explain to me what happened that time / day / night?"  
"Explain what you would like to happen now you have told me."

**DESCRIBE:** "Can you describe what you were thinking and feeling?"  
"Describe why you feel like that?"

#### What else might happen during this conversation?

- The teacher may ask 'is there anything else you would like to tell me?'
- They will reassure you that you have done the right thing in telling them and that they will only tell the people that need to know.
- It is very likely that a member of the pastoral team will speak to you shortly.
- You may be asked if you have any questions that you would like to ask the member of staff. However, be prepared that teachers may not be able to answer every question, but they will find someone who can.
- If you feel able to go back to class then you can, or if you would like some time out then you will be taken to the medical bay.

**You will not just be left on your own!**

## 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.

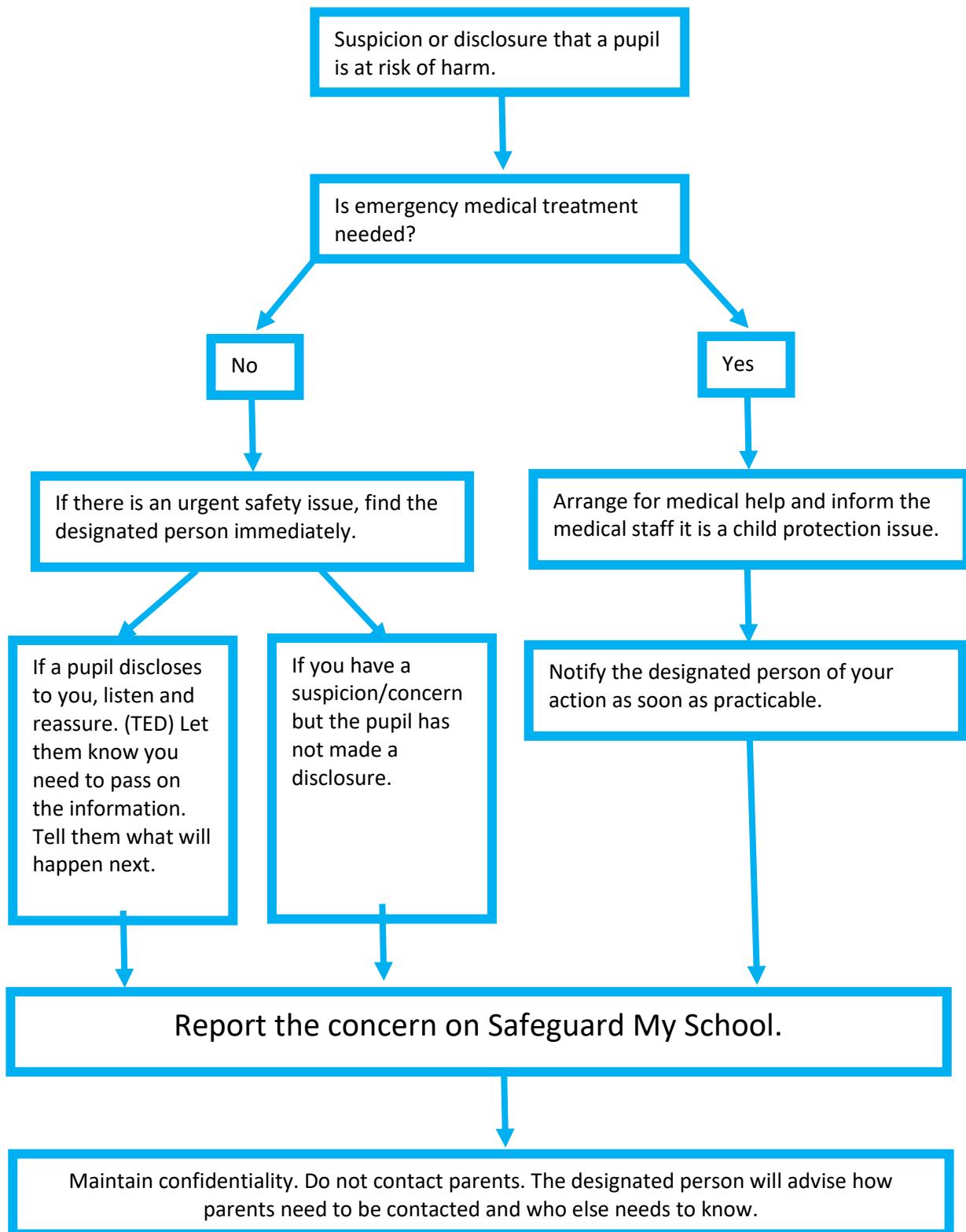
I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a pupil has been explained to me. I confirm that I have received and read the school child protection policy and Part A of CYPES Keeping Children Safe in Education. [GOJ Keeping Children Safe in Education 2024](#)

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

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

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

## Appendix 4 Reporting a concern flowchart



Notes:

- If the designated person is unavailable see appendix 6.

Ask for help if the situation has affected you!

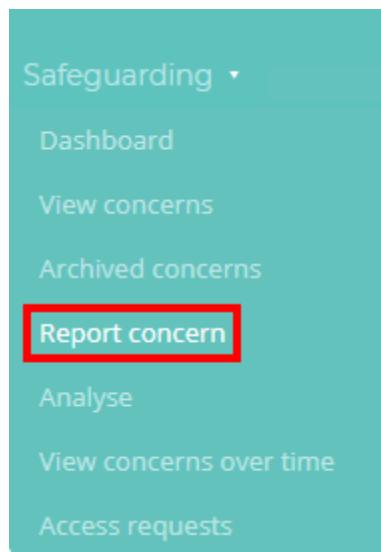
## Appendix 5 How to report a safeguarding concern

**Safeguard My School** allows you and your staff to report sensitive concerns in a consistent format.

There are 2 ways to access the reporting page.

You can go to the webpage directly at <https://edukeyapp.com/safeguard/de-la-salle-college> .

Or if you are already logged in to learning pathways (<https://edukeyapp.com/account/login>) you can hover your mouse over the **Safeguarding** option in the top menu and select **Report concern**.



You will be redirected to the **safeguarding portal**. Enter your school's **safeguarding password** and click on the **Log in** button to continue. (The password will be saved in T:\College Documents\Child Protection\Safeguard my school password.pdf)

If you are unsure of your school's safeguarding password, please contact your **designated safeguarding lead**.



## SAFEGUARDING

Report any concerns you have about any pupils at  
[De La Salle College \(change school\).](#)

Enter your password to proceed.

Enter school password

Please enter password

LOG IN

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. Safeguarding and promoting the welfare of children is everyone's responsibility.

To log a concern with your safeguarding lead, enter the concern details into the fields provided and click on the submit form button.



## SAFEGUARDING

Report any concerns you have about any pupils at Demo School 2 ([change school](#)).

\* Choose who you are

Mrs Anita Abell

Incident date

19/07/2017



\* Choose pupil(s) concerned.

Jordan Acton X

\* Concerns

Parental issues X



\* Reason for concern

Jordan's parents have begun proceedings for a divorce. Jordan may be feeling particularly vulnerable at this time.

**SUBMIT FORM**

A **success popup** will appear in the right-hand corner of the screen, along with a **confirmation message** below the form.



**Demo School**

## SAFEGUARDING

Report any concerns you have about any pupils at Demo School 2.

\* Choose who you are

Select  11/05/2017

Incident date

\* Choose pupil(s) concerned.

Type pupil name

\* Concerns

Select

\* Details of concern

Thank you for submitting this concern.

**SUBMIT FORM**



Success

Safeguarding report submitted and  
safeguarding lead informed.



## Appendix 6 Essential contacts

Name and role:	Address, telephone and email address
College 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: <a href="mailto:d.sharrock@dls-jersey.co.uk">d.sharrock@dls-jersey.co.uk</a>
College Director Jason Turner	Tel: 732994(h) 754112 (w) E-mail: <a href="mailto:j.turner@dls-jersey.co.uk">j.turner@dls-jersey.co.uk</a>
Nominated governor <u>Greg Zambon</u>	E-mail: <a href="mailto:g.zambon@dls-jersey.co.uk">g.zambon@dls-jersey.co.uk</a>
Designated person (EYFS and primary) Mark White	De La Salle College, Wellington Road, St Saviour, JE2 7TH. Tel: 01534 754100. Direct Line: 01534 754150. E-mail: <a href="mailto:m.white@dls-jersey.co.uk">m.white@dls-jersey.co.uk</a>
Designated person (secondary and sixth form) Adam Cook	De La Salle College, Wellington Road, St Saviour, JE2 7TH Tel: 01534 754100. Direct Line: 01534 754111. E-mail: <a href="mailto:a.cook@dls-jersey.co.uk">a.cook@dls-jersey.co.uk</a>
Children and Families Hub	T 01534 519000 E <a href="mailto:childrenandfamilieshub@gov.je">childrenandfamilieshub@gov.je</a> <a href="#">Children and Families Hub (gov.je)</a>
CYPES Child Protection Co-coordinator Dani Perrier	Children, Young People, Education and Skills PO BOX 142 Highlands Campus JE4 8Q Tel: 01534 445504. Direct Line: 01534 449477. E-mail: <a href="mailto:d.perrier@gov.je">d.perrier@gov.je</a>
Jersey Safeguarding Partnership Board	Jersey Safeguarding Partnership Board 23 Hill Street St Helier JE2 4UA Tel: 01534 442752 Email: <a href="mailto:safeguardingpartnershipboard@gov.je">safeguardingpartnershipboard@gov.je</a>
Children's service	Children's Social Care Service Liberte House 19-23 La Motte Street St Helier Jersey JE2 4SY  Duty Officer Tel: 01534 443500 Tel: 01534 443533 Fax: 443598 Email: <a href="mailto:childrenandfamilieshub@gov.je">childrenandfamilieshub@gov.je</a> T 01534 443500 E <a href="mailto:childrenandfamilieshub@gov.je">childrenandfamilieshub@gov.je</a>
Out of hours duty team (via Police headquarters)	Tel: 01534 612612
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 7 Communication Ladder

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

1. Mr Mark White (Primary) or Mr Adam Cook (Secondary)  
(in their 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)