



Le Rocquier School

## **Le Rocquier School      Child Protection and Safeguarding Policy**

**DATE CREATED:**                    **2009**

**REVIEWED:**                        **September 2020**

**REVIEW DATE:**                   **September 2021**

**LEAD PERSON:**                  **Roxanne Shipton-Taylor (DHT)**

### **Aims**

Le Rocquier School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment. It is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children and young people, with a particular focus on children and young people with Special Education Needs (SEN) who may be more vulnerable.

This policy should be read in conjunction with the following policies:

1. States of Jersey Education Department Child Protection Policy (2016)
2. States of Jersey Education Department Safeguarding, Roles and Responsibilities document (2016)
3. Keeping children safe in education: for schools and colleges (2019)

**This policy will be reviewed annually and will be made available to parents and carers on our school website.**

Designated Safeguarding Officers: Iain Nerac and Yvonne Devereux  
Designated Safeguarding Lead: Roxanne Shipton-Taylor (Deputy Head Teacher)  
Overall responsibility lies with the Head Teacher, Mr Andrew Adkin  
Staff who can respond to staff concerns if the above are not contactable:  
Any of the SLT  
Sally Burke (Tel. 1101) and Becki Henderson (Tel. 1106) who will find a member of the safeguarding team or a member of the SLT to respond.

### **What is abuse?**

There are 4 main categories of abuse:

*Emotional Abuse:* Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. Emotional abuse is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.



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*Neglect:* Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse<sup>2</sup>. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

Physical Abuse: Physical abuse is when someone hurts or harms a child or young person on purpose. It includes:

- hitting with hands or objects
- slapping and punching
- kicking
- shaking
- throwing
- poisoning
- burning and scalding
- biting and scratching
- breaking bones
- drowning.

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

*Sexual Abuse:* When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online.

### **Responsibilities of all staff**

All staff should know and understand the key procedures for dealing with suspected child abuse or a student reporting abuse.

Any member of staff suspecting or receiving reports of child abuse must report it immediately to Iain Nerac or Yvonne Devereux. Please attempt to do this in person rather than leaving a message or using MyConcern. If you cannot speak with either, contact a member of SLT directly, or if they are not available, contact Becki Henderson or Sally Burke to ask for a member of SLT to see you urgently, even if this means asking the Head Teacher to leave a meeting to assess the response needed. It is particularly important that responders are informed quickly if a report is received in the afternoon, as a child leaving at the end of school for home might not be appropriate.

**Please use MyConcern (found online at [myconcern.education](http://myconcern.education)) for less immediate concerns.** For example, a sudden change in behaviour or you just feel 'I should let someone know about that.' It is these small pieces of information that often lead to the discovery of more serious issues.



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Any concern should always be reported, no matter how small or insignificant it may seem. It is always better to report something and it to require no further action, than to fail to report something which could lead to a child failing to be safeguarded.

Key Procedures (also see appendix A):

- Report all concerns immediately.
- Always report information regardless of how insignificant it may seem at the time.
- Do not promise to keep secrets or not tell – you must never keep information about suspected or reported abuse to yourself.
- Do not question a student about abuse; your role is to listen (cases have failed in court because well intentioned staff have put leading questions to a student)
- During school hours you must not contact Social Services/MASH directly. This is the duty of the designated staff in school. However, any out of hours concerns should be report to the duty social worker or you can complete a MASH enquiry (MASH website: <https://www.gov.je/Health/SocialServices/pages/mash.aspx>)
- If you have witnessed another member of staff assaulting or abusing a student in any way this must be reported to the designated officer or Head Teacher immediately. Do not speak or discuss this situation with any other member of staff.
- Do not talk about the case to anyone else other than the designated member of staff you have passed the information on to.

### **Child Protection Training**

- It is the head teacher's responsibility to ensure that all staff are acquainted annually with the child protection procedures (and all new staff as and when they take up their posts). The designated safeguarding officer will ensure that staff who need to undertake Child Protection training do so on a regular basis.
- Within the academic school year, every member of staff will attend a CPD session lead by the designated safeguarding officer.
- New staff will have a safeguarding induction session with the designated safeguarding officer as soon as possible on joining the school.

### **Responsibilities of the Head teacher**

This includes:

- Being responsible for the safeguarding of young people and adults in their care
- Supporting all staff, governors and volunteers to meet their safeguarding responsibilities
- Facilitating safeguarding training for staff, governors and volunteers where appropriate, including allocating necessary resources and time
- Implementing the Child Protection policy and other Safeguarding policies
- Ensuring appropriate site security arrangements are in place



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- Ensuring school representation at Departmental and Safeguarding Board briefings e.g. subsequent to serious case reviews and
- Ensuring oversight and implementation of the responsibilities of others.

### **Responsibilities of the Designated Safeguarding Officer**

The designated safeguarding officers report directly to the Deputy Head Teacher for Inclusion.

The DSO role includes:

- Ensuring that all appropriate staff are aware of students on the Child Protection Register, or of concerns about suspected abuse, especially when students change class or school
- Having allocated time to fulfil the role and will attend CP Conferences and Core Group meetings
- Maintaining thorough child protection logs and records
- Attending training in child protection, inter-agency co-operation and online safety, updated at two yearly intervals, and additional training as appropriate
- Keeping up to date with changing legislation, departmental policies and guidance
- Attending CSE meetings
- Managing cases, supports pupils and staff and refers cases to relevant agencies where appropriate, including MASH enquiries
- Ensuring that the Child Protection policy is available to all staff in school
- Delivering regular training for school staff
- Working in partnership with parents, students and outside agencies

### **Responsibilities' of Parents, Carers and Students**

Parents /carers and students will be encouraged to:

- Work in partnership with their child's school to ensure the wellbeing of their child and others
- Be vigilant and raise any concerns they may have about a young person's safety with the school and appropriate agencies
- Create an environment where others are respected and valued in the school community and the community in general
- Raise any concerns they may have for their own or peer's welfare with a trusted adult.

### **Digital safeguarding (E-safety)**

Staff must adhere to E-safety guidelines at all times, as specified in the Government of Jersey 'Online Safety' Policy (2018). In particular, staff should note pages 3 and 4, which gives guidance for the conduct of staff online.



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### **Physical Intervention and Restraint**

Staff must adhere to Government of Jersey, Positive Behaviour Exclusions and Part-Time Timetables, Policy (2019)

### **Confidentiality**

Total confidentiality should never be promised to a student. Students must be informed that you will pass on any concerns in order to ensure their safety.

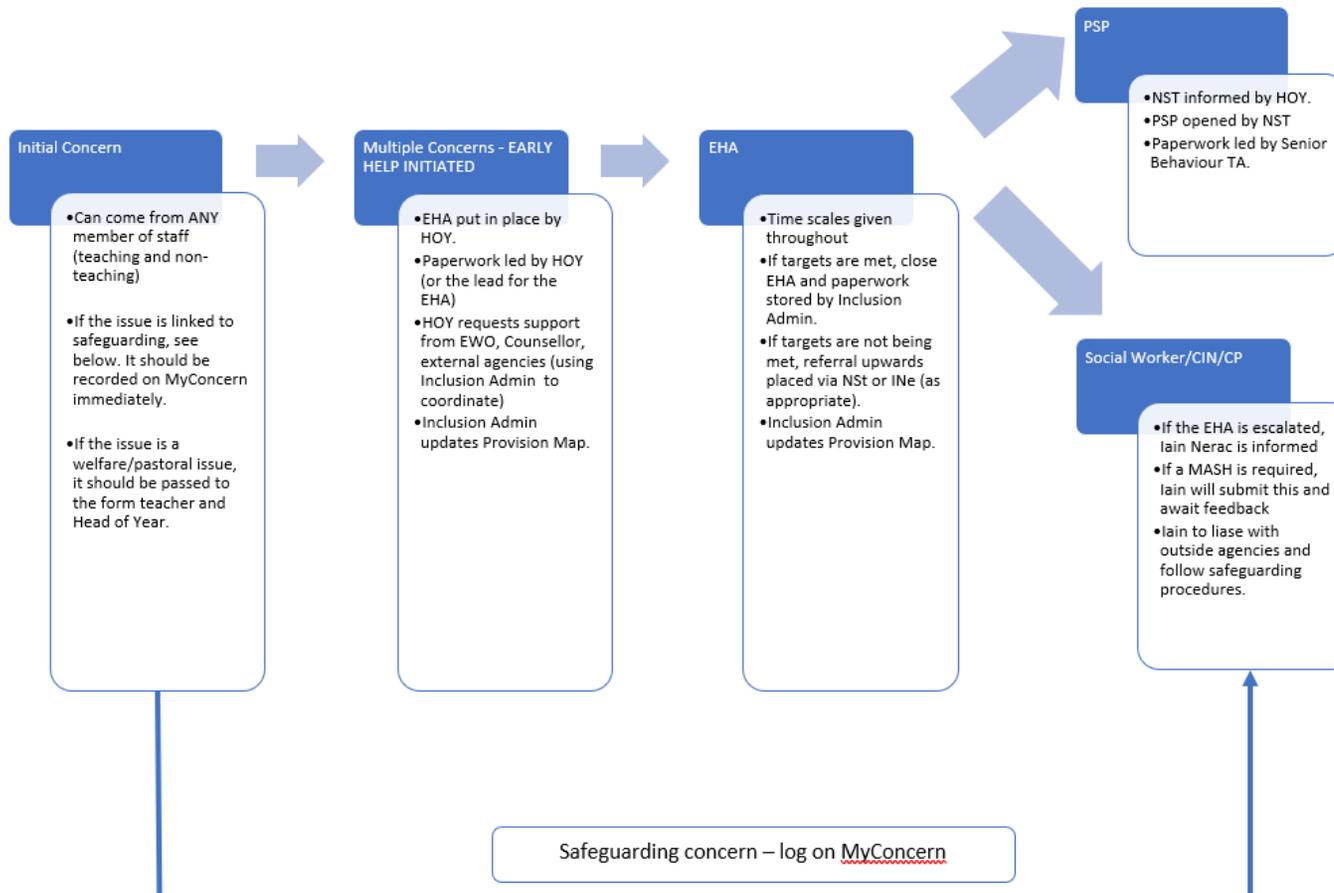
Staff must not discuss any child protection concerns with any person other than the designated staff.

Data will be shared in line with the Government of Jersey 'Procedure for disseminating sensitive information (Child Protection) Policy' (2016)

Data will only be shared with third parties if it is permitted under the provisions of the 'Data Protection (Jersey) Law' (2018).



## Appendix A



### Additional information

If a single issue is considered concerning enough, an EHA may be opened. If a single issue is considered concerning enough, the DSL can refer to safeguarding procedures and by-pass the system.