

Child Protection (Safeguarding) policy

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1. Guernsey Statement

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

All island schools are required to comply with the Guernsey and Alderney Child Protection Guidelines available at <http://iscp.gg/>.

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

Therefore, if we have concerns about a child or believe that a child has suffered or is likely to suffer serious harm or is in need, then the school will contact the Multi-Agency Support Hub (MASH), the local safeguarding authority to determine whether a referral should be made. Any concerns raised by colleagues in the school will be reported to the Deputy Head Teacher of Melrose as the Designated Senior Person (DSP) for the whole College or in their absence any Deputy DSPs or the Principal. The contacted DSP will contact external agencies as appropriate.

2. Introduction

We are committed to safeguarding the welfare of our pupils/students.

This policy was devised in accordance with the Children Law 2008, the guidance laid down by the States of Guernsey (Guernsey and Alderney Child Protection Guidelines at <http://iscp.gg/>) and by the requirements set out in the UK's DfE Guidance, Working Together to Safeguard Children (July 2018) (WT), Prevent Duty Guidance: For England and Wales (July 2015) (Prevent)

This policy is published on the College website and in the parent handbook.

Teachers and other responsible adults at The Ladies' College are particularly well-placed to help safeguard children's welfare. During term-time daily contact they may observe outward signs of abuse, changes in children's behaviour or their failure to thrive. Teachers and support colleagues need to be **alert** to the possibility of abuse and/or need to be **aware** of the procedures to be followed if they have suspicions, and **confident** enough to follow those procedures.

3. The aims of this policy are:

- To ensure all colleagues are aware of what is meant by a child in need and a child at risk.
- To ensure that support and help is given to any pupil/student believed to be suffering from a specific need or abuse.
- To provide the information for colleagues to carry out their duty of care.

- To ensure the College follows Guernsey’s guidelines on child protection.

This policy is reviewed annually. Any deficiency noted during the review process will be remedied within ten working days of the review date.

The Ladies’ College Board of Governors undertakes an annual review of these safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. This review takes place in the Michaelmas Term meeting of the full Board of Governors.

This policy should be viewed in conjunction with the following school policies: Anti-Bullying*, Health & Safety*, Safer Recruitment, Disciplinary, Rewards & Expectations*, Data Protection*, ICT*, Missing Persons and Prevent *policies.

(* available on the website)

It should also be read in conjunction: Keeping Children Safe in Education (KCSIE) – Statutory guidance for schools and colleges September 2024

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

4. Key points

Contact Details for Safeguarding and Child Protection Matters at The Ladies’ College

Role	Name	Position	Contact Details
Designated Safeguarding Lead	Mrs Rosie de la Fosse	Deputy Head Teacher, Melrose	rdelafosse@ladiescollege.ac.gg
Deputy Designated Safeguarding Lead	Mrs Nicola Ingrouille	Head of Learning Support and Head of Lower and Middle School	ningrouille@ladiescollege.ac.gg
Deputy Designated Safeguarding Lead	Mrs Maggie King	Head of Drama Year Co-ordinator (Upper Four)	mking@ladiescollege.ac.gg
Deputy Designated Safeguarding Lead	Mrs Carrie Gribbens	Head of Mathematics Year Co-ordinator (Lower Five)	cgribbens@ladiescollege.ac.gg
Deputy Designated Safeguarding Lead	Miss E Clements	Head of Sixth Form Head of Art and Design	eclements@ladiescollege.ac.gg

The full role of the DSP can be found in Annex C of the KCSIE 2024 document.

The Designated Governor for Child Protection/ Safeguarding is currently Mrs Catharine Walter.

Parents are informed of the College obligations concerning Child Protection via the parent handbook and on the College website.

Effective links with agencies are encouraged and developed, e.g. CAMHS and MASH.

Disclosure and Barring Service (DBS) checks/vetting and barring procedures are followed for the appointment of all employees and adults who work with pupils/students. Procedures are in place to ensure that all teaching and support colleagues, voluntary helpers and contractors appointed are suitable to work with children. All colleagues are given training with regard to Child Protection policies and procedures, and this is completed as part of their induction. All adults employed and volunteering to support the work of the College have a DBS check and all complete the Level 1 training available from the States of Guernsey and Level 2 every two years and receive a certificate of completion. Child protection training includes details about Prevent and on-line safety.

All adults engaged at College must read at least Section 1 of KCSIE [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) are updated when new duties are introduced, e.g. Prevent (2015), bullying (2016), Child Sexual Exploitation and Child Criminal Exploitation (2020), Monitoring and Filtering (2023). The basic detail will be shared in Staff Meetings and line managers are asked to support colleagues where reading the detail may be a challenge. Annual updates are shared with colleagues during INSET

All colleagues who work directly with pupils/students must also read Annex A of KCSIE 2024.

All adult volunteers are given regular, and at least annual updates. Other DSPs receive external training in Level 3 Child Protection and Inter Agency Working as required by and provided by the States of Guernsey. This is updated every two years.

A central register is maintained throughout the year and updated annually to reflect that all adults employed by the College have read and understood their Child Protection responsibility.

The induction procedure for colleagues will include:

- Child protection policy, training and aide memoire card
- The Staff Code of Conduct
- An electronic copy of KCSIE, a hard copy will be issued on request to those without internet access.

5. Basic Principles of Safeguarding at The Ladies' College

- All pupils/students should experience a safe and secure environment.
- Pupils/students should know how to get help if needed.
- Any concerns about a pupil/student should be reported to the DSP.
- Any disclosures made by a child should be immediately reported to the DSP.

- Child Protection guidelines should be followed at all times.

We will:

- Ensure all colleagues are aware of what is meant by child abuse and a child in need.
- Give help and support to any pupil/student believed to be suffering from abuse or in need.
- Provide the necessary information for colleagues to carry out their duty of care.
- Ensure that on receiving a notification of concern the DSP will decide promptly on the appropriate course of action, seeking expert advice if needed. If sufficient concern exists that a pupil/student may be, or has been, at risk of significant harm a referral will be made without delay following the Guernsey and Alderney Child Protection Guidelines.
- Maintain appropriate monitoring and review procedures to ensure these guidelines are adhered to.
- Promote the child's welfare (including PSHCE/PSHE/RSE).
- Follow guidelines to ensure that all adults who work independently with pupils /students are checked following our Safer Recruitment procedures and ensure that appropriate regulatory checks are completed, as required by the regulations. Candidates will be made aware that online searches will be carried out to identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Ensure that the curriculum makes provision for teaching pupils/students to keep themselves safe, including on-line.

6. Procedure for Colleagues

Any colleague who has suspicions that a student is at risk of harm or in need should inform the whole College DSP (the Deputy Head Teacher of Melrose) or a Deputy DSP. These are the designated colleagues with responsibility for liaising with the relevant local agencies. Please note that such suspicions will not automatically be formally referred. What is important is that concerns are shared so that advice from MASH can be sought. This is sometimes done 'hypothetically' with no names given.

Although referral via the DSP is the norm, every adult has the right to report and to contact MASH if they are concerned about any young person and numbers are provided on the aide memoire card.

If you think a pupil/student is at risk contact the DSP.

There are 5 DSPs and you are encouraged to contact whichever is most expedient for you. Your full name and that of other colleagues and their current position of responsibility should be recorded on all records, as safeguarding records may be read in 25 years' time.

7. Categories of Child Abuse

Child 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. Neglect, abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap. Child abuse falls into four main categories:

- Physical Abuse
- Neglect
- Emotional abuse
- Sexual abuse

(Descriptions of some of the main signs of abuse are included in Appendix 2).

Colleagues must have an awareness of additional indicators of abuse (see Annex A, KCSIE, 2024) such as frequent absences and dangers linked to behaviours such as drug taking, truanting, sharing nudes and semi nudes. Abuse may also take the form of bullying, cyberbullying, abuse by peers (such abuse must never be tolerated or passed off as ‘banter’ or part of growing up), sexting, sexual assaults between young people and gender-based issues.

Colleagues should also recognise that students with special educational needs & disabilities face additional safeguarding challenges. Victims and perpetrators of child-on-child abuse will be fully supported by the pastoral team. It is recognised that some forms of abuse, such as emotional and sexual abuse, may not show physical signs at all. Furthermore, a child may be reluctant or even prevented from disclosing abuse. It is vital that all observations and suspicions are brought to the attention of the DSP. Abuse may also be by one student against another student (please see child on child abuse and the College Anti-Bullying Policy). A bullying incident must be treated as a child protection concern when ‘there is reasonable cause to expect that a child is suffering, or likely to suffer, significant harm.’ Mental health issues can also be a sign of abuse.

All colleagues should keep an open mind and be aware “*it could happen here*”. Advice and procedures for the above are included in this policy

8. Listening to pupils/students

It is important that colleagues receive information from a pupil(s)/student(s) (a disclosure) with tact and sympathy. The adult’s role is not to investigate but to listen carefully, make relevant notes and pass on the information to the DSP. No undertakings of absolute confidentiality should be given to a student. The Ladies’ College has a professional responsibility to share relevant information about the protection of children with other professionals. If a young person confides in a responsible adult and requests that information is kept secret it is important to tell the student sensitively that they have a duty to pass on the information to the DSP. Within that context, however, the pupil/student should be reassured that the matter will only be disclosed to people who need to know about it.

8.1 What to do if a student wants to tell you something has happened

- **Listen carefully** to the child, reflecting back, using the child’s language, **being non-judgmental and reassure them that they are being taken seriously.** Being clear

about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, colleagues can ask children if they have been harmed and what the nature of that harm was

- **Do not promise confidentiality** at the initial stage as it is very likely a concern will have to be shared further (for example, with the DSP or children’s social care/MASH) to discuss next steps. Colleagues should only share the report with those people who are necessary to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognise that a child is likely to disclose to someone they trust: this could be anyone in College. The child has placed the person in a position of trust. They should be supportive and respectful of the child;
- Recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- Consider the best way to **make a record of the report**. Best practice is to wait until the end of the conversation and immediately write up a thorough summary. This allows you, the trusted adult, to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, colleagues should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- **Only record the facts** as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care / MASH and/or part of a criminal investigation
- **Inform the DSP (or Deputy)**, as soon as practically possible, if the DSP is not involved in the initial report.
- **Upload notes and actions onto CPOMS ensuring the ‘child protection/safeguarding’ category is ticked** (see advice below). (If CPOMS cannot be accessed a written note should be made and subsequently scanned onto CPOMS).

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed-up and resolved;
- a note of any action taken, decisions reached and the outcome
- be aware that written material and forms may be shown to parents or external agencies, so a professional tone is imperative.
- do not take it upon yourself to investigate what the pupil/student has told you.

9. General guidelines for colleagues:

- Establish and maintain an environment where pupils/students feel secure and have a sense of being valued and listened to.
- Where appropriate, include opportunities in the curriculum/assemblies for pupils/students to develop the skills to recognise and stay safe from abuse.
- Ensure the pupils/students know that there are adults in the College whom they can approach if they are worried.
- Be aware of changes in behaviour, especially a pupil/student becoming withdrawn or demanding uncharacteristic attention and share this with the Pastoral team initially and with a DSP if your concern is greater than a watching brief.
- Listen and respond to pupils/students with care and respect but avoid asking leading questions.
- Always work in an open environment and encourage open communication with no secrets.
- Be aware of your behaviour and ensure it is always appropriate, in order to protect pupils/students and yourself. Be aware of the potential for misunderstanding when touching pupils/students. (See Physical Contact with pupils/students.)
- If it is necessary to restrain a child because they are an immediate danger to themselves or others or to property, then the minimum amount of force should be used for the shortest amount of time.
- Always report any incidents between you and a child to the Year Co-ordinator, the Deputy Head Teacher of Melrose or the Principal.
- Colleagues are expected to treat information they receive about a pupil/student in a discreet and confidential manner.
- Colleagues should not establish or seek to establish social contact with current pupils/students for the purpose of securing a friendship or to pursue or strengthen a relationship.
- Internal e-mail or messaging should only be used in accordance with College policy and great thought should be given to the appropriateness of communicating with current students via social networking sites, text messages etc.
- When providing information for use on the College's website, Facebook page or internal publications (e.g. weekly bulletin), colleagues will provide only the first names of pupils/students for publication. When liaising with the media (print, audio or video) full names (first name and surname) may be given. Where individual requests have been made by parents for their child's image or name not to be used in the media or for promotional purposes, the College will adhere to the requests made.
- Do not place yourself or pupils/students at risk of allegations of harm e.g. giving one-to-one tuition or coaching in an isolated area, offering lifts in your car when alone, engaging in non-work-related electronic communication with a pupil/student.

See Appendix 1 for full actions when there are concerns about a child.

9.1 Physical Contact with pupils/students

The positive relationship between colleagues and pupils/students is a great strength of The

Ladies' College and the source of our success in enabling pupils/students to fulfil their potential in all areas of College life. It is therefore unnecessary and unrealistic to suggest that colleagues should touch pupils/students only in emergencies. Brief physical contact, a hand on the shoulder, a pat on the back - is a natural part of celebrating success or commiserating with a disappointment. However, colleagues must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Young people can find being touched uncomfortable or distressing for a variety of reasons. It is important for colleagues to be sensitive to pupils/student's reaction to physical contact and to act appropriately. Care must be taken in situations of, for example, one-to-one tuition or during activities taking place out of school hours or off-site, e.g. trips.

10. Allegations against colleagues, pupils/students and other adults (including supply staff)

All colleagues have a professional duty to take immediate action on suspicions of abuse or reported allegations of abuse concerning pupils/students. They also have a professional duty to report wider concerns about pupils/students so that prompt action and early intervention can be taken to ensure they have the best outcomes. Colleagues should not assume a colleague will act or share information that might be critical in keeping children safe. Every report, disclosure or suspicion of abuse from within or outside the College will be taken seriously. Colleagues are aware, from training and from KCSIE (September 2024) that concerns should be raised immediately with the DSP or deputies.

The DSP will offer advice to colleagues reporting concerns and keep the Principal informed of all actions unless the Principal is the subject of the concern or complaint. In this situation the complaint should be made directly to the Chair of Governors, Advocate Caroline Chan.

Within College concerns should be raised face-to-face and recorded via CPOMS (stating the date, time and place of the discussion or concern raised and naming others present) and clicking safeguarding/Child Protection so that accurate records are maintained. The Vice-Principal, Bursar and Clerk to the Governors will provide contact with the Chair of Governors, in the case of the Principal.

There may then be up to four strands in consideration of the allegation:

- A police investigation of a possible criminal offence.
- Notification to Guernsey's Committee *for* Health and Social Care, via MASH, or other services about whether the young person needs protection. Such notification will take place within 14 days of the allegation whether the allegations relate to harm or abuse committed on the College premises or elsewhere.
- Consideration by the College of disciplinary action in respect of the individual.
- A report to the DBS (Disclosure and Barring Service), if referral criteria are met (i.e. they have caused harm or posed a risk of harm to a child). This detail should also be reported to the Teacher Recruitment Agency (TRA) and this applies to a circumstance in which a teacher is dismissed or would have been dismissed, had they not resigned.

Should there be any disagreement between College and external agencies, then the States "Resolution of professional disagreement procedure" will be followed:

- **Stage 1.** Any worker who feels that a decision is not safe or is inappropriate should initially consult their line manager or DSP who will seek to support the worker concerned until a satisfactory resolution is achieved.
- **Stage 2.** If the problem is not resolved, then the DSP will raise the concern with the equivalent manager or child protection DSP in the other agency.
- **Stage 3.** If the problem is not resolved, the DSP will report to the Independent Child Protection Committee and meet with an agency representative to attempt to resolve the professional difference of opinion.
- **Stage 4.** If there is still no resolution the Chair of the Independent Child Protection Committee Monitoring and Evaluation Sub Committee should be informed and a panel will be convened to hear representations from the concerned professionals and make a decision about the next course of action. The decision of this panel will be binding.
- **Stage 5.** Should the panel be unable to reach a decision the matter will be referred to the Monitoring and Evaluation Resolution Panel.

The process for “Allegations against Colleagues and pupils/students and other adults” will be followed for all concerns, including any concerns about Female Genital Mutilation or Child Sexual Exploitation, which MUST be reported to the police. Unless there is good reason not to, a teacher would be expected to discuss this with the DSP and MASH should also be informed.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

11. Low Level Concerns Reporting

The College recognises that a critical step to safeguarding is to ensure that all those who work with children behave appropriately and that any concerns about an adult’s behaviour are identified early and are managed promptly and appropriately. The College also recognises that sometimes there are observations that may not directly indicate a safeguarding concern but when there is a pattern of that behaviour or a wider picture, then a safeguarding concern becomes apparent.

A LLC is about an adult’s behaviour towards a child that:

- is not consistent with the College’s safeguarding policy and procedures or Code of Conduct for colleagues
- may not meet the threshold for formal concern but if there was a pattern of that behaviour it could indicate a concern

- relates to conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children

A LLC must:

- be shared with the Principal in a timely manner (within 24 hours of an individual becoming aware of it).
- be shared with the Vice Principal in the absence of the Principal
- be shared with the Chair of the Board of Governors if it relates to the behaviour of the Principal

Following the above, the concern (and any supporting paperwork linked to this) will then be recorded on the Low Level Concerns Register (held in a secure area) and explored as appropriate.

12. Child Missing from Education

Child Missing from Education is potentially a safeguarding concern and could be a sign of abuse or neglect. Colleagues are alert to patterns of regular absence and will alert the DSP in line with other potential safeguarding concerns and their 'Prevent duty'. If a child is on the child protection register this must happen if there is an unexplained absence of more than 2 days. The DSP will notify the relevant authorities (HSC & the Police). In addition, the College, where reasonably possible, will hold more than one emergency contact number for each pupil/student. The College will inform the Schools Attendance Service of any student who fails to attend College regularly or has been absent without the College's permission for a continuous period. The College's attendance monitoring systems regularly highlight pupils/students whose attendance falls below 95% to pastoral colleagues to ensure that attendance is closely monitored, and regular absence is followed up

13. Children who are not collected

Parents/Guardians are telephoned if they are not picked up on time and a member of staff waits with the pupil until they are picked up. If a pattern emerged, this would be discussed with the parents in the first instance.

14. Domestic Abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on

children. In some cases, a child may blame itself for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. All of this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Communication regarding known domestic abuse cases in order to support a pupil or student is run by 'Operation Encompass'. More information on this can be found in section 31.

15. Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

Further details of criminal and sexual exploitation can be found in [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115444/keeping-children-safe-in-education-2024.pdf)

Colleagues who have any concerns regarding CSE or CCE must report this to the DSP who will contact MASH.

16. Honour based abuse (so- called) including FGM and Forced Marriage

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.” There is no specific offence of “honour-based crime”. It is an umbrella term to encompass various offences covered by existing legislation.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police, where they discover (either through disclosure by the victim or by visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions and should be reported to the DSP and/or the police.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or

abuse is used, to force them to do so. It is recognised in the UK and Guernsey as a form of domestic or child abuse and a serious abuse of human rights. The pressure put on people to marry against their will may be physical, emotional and/or psychological. Any concerns or suspicions linked to forced marriage should be reported to the DSP or police.

Pupils/students are educated in PSHCE in order to raise awareness of honour-based violence and what to do if they have concerns.

17. Radicalisation of Children and Young People

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism as defined in the UK under Section 26 of the Counter-Terrorism and Security Act 2015. This duty is known as the Prevent duty. Under paragraph 7 of Prevent, extremism is defined as a “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”. The College aims to protect and safeguard pupils/students at risk of radicalisation and colleagues are alert to, and assess the risk of, pupils/students being drawn into terrorism and extremist ideology. We promote a tolerant, respectful ethos in College. Healthy debate and discussion of issues at age appropriate levels in various areas such as PSHCE is encouraged and the monthly values explored in assemblies are another example of this. Colleagues use their professional judgment to identify pupils/students who might be at risk of radicalisation and who may be in need of help or protection. **If a member of staff has concerns over a pupil/student at risk they will share that with the DSP or deputies who will refer the issue to MASH or directly to the police.**

18. Mental Health

In addition to physical health, children’s mental health can be an indication of abuse, neglect or exploitation (KCSIE, paragraph 24 - 28). Whilst only professionals should diagnose mental health problems, colleagues are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. It is important to be aware that adverse experiences, like abuse and neglect, can have a lasting impact on a child’s mental health, behaviour and education. Further support and guidance can be found in Mental Health and Behaviour in Schools (2018) which sets out the best practice in this area. Colleagues receive training on mental health and the role they play in supporting students. Guidance on recognising signs and pathways for support is covered in staff training and is available to all in supporting information documents (Mental Health Behaviour in Schools, page 14-15). Further training on recognising signs as well as supporting children’s mental health are available in the ‘well-being’ section of the Staff Room area of SharePoint under ‘CPD’. – still the case?

Colleagues should immediately raise any mental health concerns which are also safeguarding concerns with the DSP or deputies.

19. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and beyond. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Staff should recognise that children and young people might not find it easy to talk about their abuse verbally. Staff should

be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child. Reports should be reviewed regularly to identify potential patterns of concerning, problematic or inappropriate behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Reports of child-on-child bullying abuse should never be dismissed as ‘banter’ or ‘boys will be boys’. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain to children that the law is in place to protect, rather than, criminalise, them.

20. Child-on-child abuse

The school operates a zero-tolerance approach to any form of child-on-child abuse. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that students may be abused out of school and should not minimize the potential risks of girl-on-girl abuse. All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSP (or deputy).

Child -on-child abuse is likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice – based or discriminatory bullying). See Appendix 3.
- Abuse of intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, joke and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nudes or semi-nude images or videos
- Causing someone to engage in sexual activity without consent
- Initiation/hazing type violence and rituals.

Bullying

The College has an Anti-Bullying Policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to believe the child is suffering or likely to suffer significant harm. No one person works on their own when dealing with a bullying incident and the threshold for referral is discussed in all cases. Bullying is not acceptable and it should not be dismissed as ‘banter’ or ‘part of growing up’ as this can lead to normalisation of such behaviours. Governors are updated on Child Protection and bullying in their meetings and numbers are presented to Governors for discussion annually.

Responding to Reports of Child-on-child abuse

College recognises that a student is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the student is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the College's policy and procedures with regards to child-on-child abuse and can recognise the indicators and signs of child-on-child abuse and know how to identify it and how to respond to reports.

The College recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of College should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. Colleagues must remain vigilant as direct disclosures are rare. ***(See Appendix 5 for considerations of managing reports)***

Staff will act immediately and will support the victim when they raise a concern.

Effective safeguarding practice for child – on child abuse includes:

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies

- if possible, managing reports with two members of staff present, (wherever possible one being the DSP);
- where the report includes an online element, being aware of searching screens and confiscation advice and UKCIS Sharing nudes and semi-nudes guidance. The key consideration is **for colleagues not to view or forward illegal images of a child. If you have viewed the imagery by accident, report to the DSP and seek support.** In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection. See appendix 4 for more information on managing reports and establishing facts when reporting. The DSP will engage with children's MASH (and the Police) as required and their professional assessments will be used to inform the College's approach to supporting and protecting pupils and students

Action following a report of child-on-child abuse (including sexual violence and/or harassment)

All colleagues working with children are advised to maintain an attitude of '*it could happen here*'. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted). The starting point regarding any report is that there is a zero-tolerance approach to child – on child abuse and it

is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The DSP will advise on the College’s initial response, with considerations of:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (This will need to be balanced with the College’s duty and responsibilities to protect other children);
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or College staff;
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

See Appendix 5 for considerations of managing reports

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSP will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to MASH may be appropriate. If a report is shown to be deliberately invented or malicious, College will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response Safeguarding and supporting the victim

When it is clear that ongoing support will be required, College should ask the victim if they would find it helpful to have a designated trusted adult (for example, their Form tutor or DSP) to talk to about their needs. The choice of any such adult should be the victim’s (as far as reasonably possible).

College will do everything we reasonably can to protect the victim as a result of any report they have made.

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSP will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or guardians as to the most suitable way of doing this).

21. Serious Violence

Indicators that children are at risk from, or are involved with serious violent crime include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm or a significant change in wellbeing,
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Risk factors which increase the likelihood of involvement in serious violence include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice is given in 'additional reading' below.

22. Online safety

This guidance should be read in conjunction with the ICT, Expectations and Anti-bullying policies.

Students are given an online safety presentation as well as time to review and sign an acceptable use policy annually. Online safety is also covered in ICT and PSHCE lessons satisfying statutory Relationships and Sex Education (RSE) requirements.

All colleagues should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Online Safety Measures are in place for appropriate online filters and monitoring systems (Smoothwall) to help ensure the online safety of pupils/students. Filtering and monitoring is in place to prevent children from accessing inappropriate and harmful content online while pupils are in College. The DSP will take lead responsibility for understanding the filtering and monitoring systems in place in school alongside the Safeguarding Governor and IT team. All students sign an acceptable user policy at the beginning of the school year and are made aware of the College expectations about the use of their devices, including the taking and sharing of images and how to report concerns. The College aims to work closely with parents to ensure that children enjoy the freedom ICT brings whilst also educating them to keep themselves

safe. Within the ICT and PSHCE curriculums, pupils/students are taught a range of topics which include keeping safe on-line and sharing imagery. E-safety is also regularly reviewed in assemblies, tutor time and parents' talks and there is a Whisper Button which a pupil/student can use anonymously if they are unable to speak with a parent or adult.

If you feel someone is at risk, concerns should be reported to the DSP or deputies and any notes, observations or discussions recorded on CPOMS using the category 'E-Safety').

23. Children potentially at greater risk of harm

Early intervention

Any child may benefit from early intervention, but all staff should be particularly alert to the potential need for early intervention for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

Early intervention means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff who consider that a pupil may benefit from early intervention should discuss this with the School's DSP or deputies. The DSP or deputies will consider the appropriate action. The DSP or deputies will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early intervention is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Children with Special Educational Needs and Disabilities

Colleagues are to be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional care should be taken in dealing with safeguarding. These challenges can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers (KCSIE September 2022).

Children who are LGBT+

The school is aware that the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The school endeavours to reduce the additional barriers faced and provide a safe space for students to speak out or share their concerns with members of staff through tutor time, 1-2-1 tutor sessions or electronically via The Whisper Button. **The Personal, Social and Health Education (PSHE)** and Relationship and Sex Education (RSE) programmes provide education and awareness to counter homophobic, biphobic and transphobic abuse.

24. Elective Home Education

The school is aware that although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work with the Education Department and other key professionals to coordinate a meeting with parents/guardians where possible to ensure the parents/guardians have considered what is in the best interests of each child, ideally before a decision is made.

25. Recording/filming devices

The Ladies' College does permit colleagues to film and record pupils/students engaged in educational tasks or co-curricular activities. This is an essential part of our responsibilities regarding teaching and learning, assessment, tracking, public examination procedures and quality control in the 21st century curriculum as well as carrying out promotional and marketing activities. Colleagues should not use their own devices to record or film on site and are asked to upload video or sound files onto the College network, as soon as possible after recording. If colleagues find themselves in extenuating circumstances and use of their own device is the only option, the Principal must be made aware, with confirmation that details have been deleted from the device and all linked platforms, as soon as the information has been uploaded onto the College system. Regardless of the device used, once uploading has been completed all files should be deleted from the College's cameras or other hand-held devices.

Guidance related to taking and publishing photographs during sporting events such as swimming and gymnastics is included in the PE handbook.

26. Sixth Forms in Partnership

Our 'Sixth Forms in Partnership' arrangement means that some girls take A-level classes at Elizabeth College. We are satisfied that the safeguarding policies and procedures at this HMC school, which like The Ladies' College is subject to inspection by the Independent Schools Inspectorate, are appropriately robust and regularly reviewed. For some students, where there is a known safeguarding issue, details are shared confidentially between the Colleges at the start of the academic year by the Heads of Sixth Form, to ensure that those students receive the support required and colleagues are well-placed to support the student.

27. Pupils/students who leave The Ladies' College before the end of Sixth Form.

Safeguarding and Child Protection concerns / documentation will be shared with the DSP at the destination school. The DSP should ensure that this is completed within 5 working days of the destination being known, or in September if they leave at the end of the Trinity term. Should the destination be unknown this would be raised with the Attendance Office, the Committee for Education, Sport and Culture.

28. Recruitment and Selection Process

The Ladies' College is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues, Governors and volunteers to share this commitment. Further details of the College recruitment process can be found in the Safer Recruitment policy.

The College has suitable procedures for ensuring its recruitment process screens applicants for child protection purposes and to explore disqualification by association. The procedures which apply to colleagues and volunteers who are engaged in regulated activity relating to pupils/students and who may work unsupervised with children and are found in the College's Safer Recruitment policy.

29. Work experience

From time to time, the College seeks to support Work Experience for young people under the age of eighteen. In these instances, the young person is supervised when in College and does not access confidential areas of the College, such as Offices and the Staff Room. They are never left unsupervised with other young people.

We also make contact with the home school, to ascertain whether there are any safeguarding issues about which we should be made aware, not only to support the young person but to also consider any appropriate risk assessment which may be required in addition to the general supervision and support of the student.

30. Whistle blowing

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

to the Chair of the Board of Governors.

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

31. CPOMS

Since January 2020, all records for Child Protection are recorded on CPOMS. Child Protection data is reviewed regularly by the Governor with responsibility for Child Protection. In the event of being unable to access CPOMS, provide a written report directly to the DSP following the guidelines above.

32. Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse. Operation Encompass means that the police will share information with College about all police attended domestic abuse incidents which involve any of our pupils/students PRIOR to the start of the next school day.

The 'Key Adult' (DSP) has attended Operation Encompass briefing and completed the online 'Key Adult' training and has cascaded the principles of Operation Encompass to all other colleagues including training for all school staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children as well as how we can support our children who are experiencing domestic violence and abuse on a day to day basis and particularly following the Operation Encompass notification. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports. The Key Adult uses the Operation Encompass Toolkit to ensure that all appropriate actions are taken by the school.

Parents have been made fully aware that we are an Operation Encompass school and the Operation Encompass information is available on our website.

The Operation Encompass information (see appendix 6) is stored on (CPOMS) with all other confidential child protection information under the category 'Child Protection – Operation Encompass'.

33. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside College and can occur between children outside School and online. All staff, but especially the DSP and deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with MASH as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

34. Team Around the Child (TAC)

The College will either organize or be part of a TAC for an individual pupil or student,

depending on where the initial need might have been identified. If identified in College, this is always referred through to MASH (Multi-Agency Support Hub in Guernsey). Details will be recorded on CPOMS and actions taken to support the child, as agreed in the meeting and as part of our pastoral support generally.

35. Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under the procedures set out in the policy. However, there may be circumstances when the DSP will need to consult MASH / children's social care, the police and / or the Principal before discussing details with parents.

36. Additional Reading

In addition to the above guidance, this document should be read in conjunction with the below statutory guidance, information and advice as listed below:

Keeping children safe in education: statutory guidance for schools and colleges

Part 1 to be read by all colleagues and Annex A to be read by those with direct contact with pupils / students.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Keeping_children_safe_in_education_2024.pdf)
[Mental Health in Schools
Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Mental_Health_in_Schools_Mental_health_and_behaviour_in_schools.pdf)

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

What to do if you're worried a child is being abused: advice for practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

When to Suspect Child Mistreatment

<http://pathways.nice.org.uk/pathways/when-to-suspect-child-maltreatment>

What is Serious Harm?

<http://iscp.gg/article/118095/What-is-Serious-Harm>

Child Sexual Exploitation Protocol

<http://iscp.gg/CHttpHandler.ashx?id=99564&p=0>

Sexual violence and sexual harassment between children in schools and colleges

Part five: Child-on-child sexual violence and sexual harassment
[\(keepingchildrensafeineducation.co.uk\)](https://www.keepingchildrensafeineducation.co.uk/)

Advice for schools and college on gangs and youth violence

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

[vulnerable-adults-county-lines](#)

Preventing and tackling bullying

[Preventing and tackling bullying \(publishing.service.gov.uk\)](#) **Cyber bullying: Advice for headteachers and school staff**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Advice for parents on cyberbullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Sharing nudes and semi nudes: Advice for education settings

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

When to call the police

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf](#) (npcc.police.uk)

SEN Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting children with medical conditions at school

37. [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#) Additional Reading

In addition to the above guidance, this document should be read in conjunction with the below statutory guidance, information and advice as listed below:

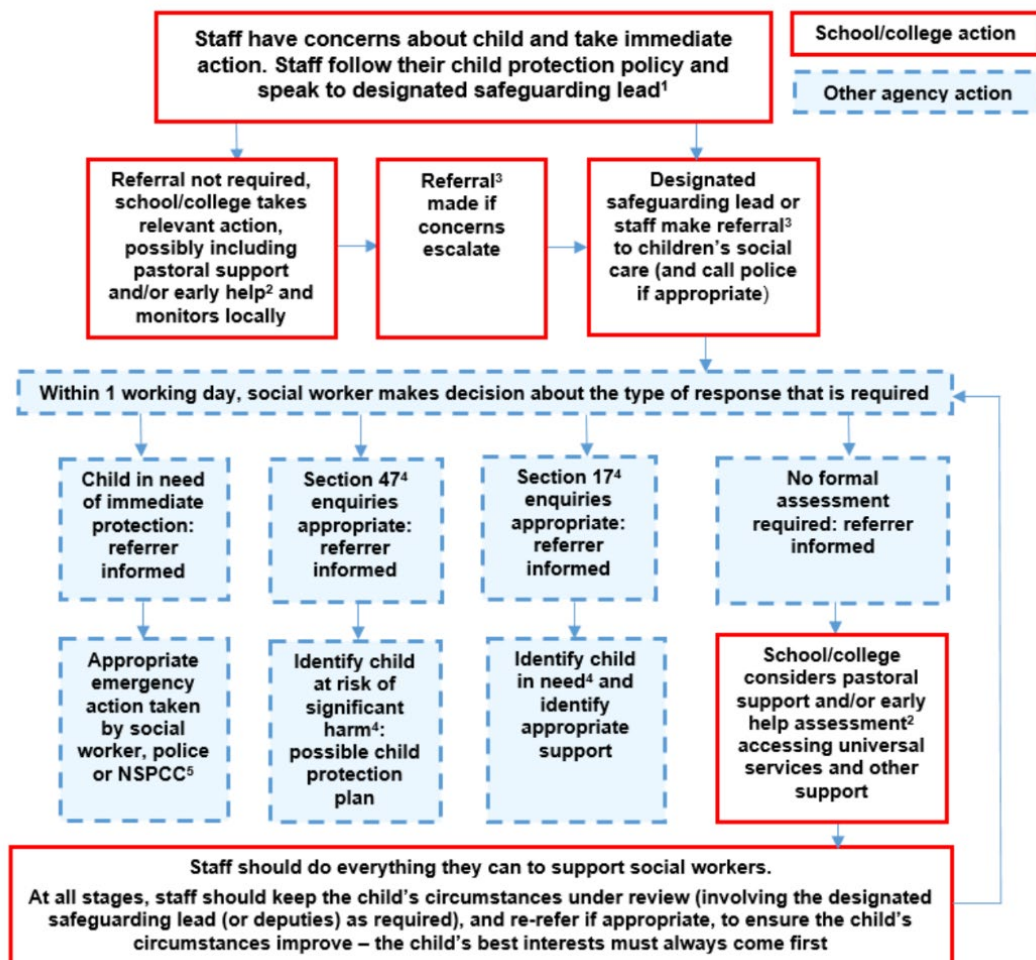
Keeping children safe in education: statutory guidance for schools and colleges Part 1 to be read by all colleagues and Annex A to be read by those with direct contact with pupils / students.	Keeping children safe in education 2024 (publishing.service.gov.uk)
Mental Health in Schools	Mental health and behaviour in schools (publishing.service.gov.uk) https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview
Working together to safeguard children: a guide to inter-agency	Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

working to safeguard and promote the welfare of children	
What to do if you're worried a child is being abused: advice for practitioners	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf
When to Suspect Child Mistreatment What is Serious Harm?	http://pathways.nice.org.uk/pathways/when-to-suspect-child-maltreatment
Child Sexual Exploitation Protocol	http://iscp.gg/CHttpHandler.ashx?id=99564&p=0
Sexual violence and sexual harassment between children in schools and colleges	Part five: Child-on-child sexual violence and sexual harassment (keepingchildrensafeineducation.co.uk)
Advice for schools and college on gangs and youth violence	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
Criminal exploitation of children and vulnerable adults: county lines	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
Preventing and tackling bullying	Preventing and tackling bullying (publishing.service.gov.uk)
Cyber bullying: Advice for headteachers and school staff	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf
Advice for parents on cyberbullying	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice for parents on cyberbullying.pdf
Sharing nudes and semi nudes: Advice for education settings	https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS sharing nudes and semi nudes advice for education settings Web accessible .pdf
When to call the police	when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

SEN Code of Practice: 0 to 25 years	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Supporting children with medical conditions at school	Supporting pupils at school with medical conditions (publishing.service.gov.uk)

APPENDIX 1. (Some language and references are English Law, practice and guidance. The table shows the steps that would be taken in Guernsey under Guernsey Law and Guidance).

Actions where there are concerns about a child



APPENDIX 2. Categories of child abuse

If you are worried that a child is being abused in any way, watch out for any unusual behaviour:

1. withdrawn
2. suddenly behaves differently
3. anxious
4. clingy
5. depressed
6. aggressive
7. problems sleeping
8. eating disorders
9. wets the bed
10. soils clothes
11. takes risks
12. misses school
13. changes in eating habits
14. obsessive behaviour
15. nightmares
16. drugs
17. alcohol
18. self-harm
19. thoughts about suicide

The following are provided as a guide to injuries which may indicate non-accidental cause i.e. signs of possible abuse. If any colleague has concerns these should be reported.

1. Physical Abuse

Determining whether an injury is accidental or non-accidental is a skilled job. It requires a full assessment of the injury, explanation, history and circumstances. This is not the role of a teacher/responsible adult.

There are, however, a number of injuries which should be regarded with concern and may indicate a non-accidental cause. Some may need medical assessment and treatment, occasionally urgently. Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment for the child, should signal concern.

Physical Indicators

- Unexplained injuries or burns, particularly if they are recurrent
- Untreated injuries or lingering injuries not attended to
- Bruises and abrasions around the face, particularly if they are recurring
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face, e.g. cheeks
- Bite marks
- Burns or scalds
- Weals suggesting beatings.

2. Neglect

Severe neglect is often characterised by the child being underweight, small in stature and with a poor physique. The care of neglected children is often poor and they present as unwashed,

unkempt and inadequately fed and clothed. However, poverty, deprivation and neglect are not the same thing. Children may live in poverty but only a small number of these will be suffering from neglect.

Assessment over time and with the help of other agencies is vital.

Physical indicators

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Untreated medical problems

Behavioural indicators

- Social isolation – does not join in and has few friends
- Low self-esteem
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumbsucking

3. Emotional Abuse

Emotional abuse is often the most difficult to detect.

A child might be clean and physically cared for but be emotionally neglected. The parent's attitude to the child might be characterised by coldness, hostility, lack of interest. They may resort to scapegoating or humiliating the child and the giving of age-inappropriate responsibilities. They may give the impression that the child can never please, or may have expectations which are inappropriate, excessive or unrealistic.

Physical indicators

- Delays in physical development, e.g. milestones delayed or underweight, lethargic (there may be medical reasons for this, medical advice essential)
- Self-harm

Behavioural indicators

- Delays in intellectual development
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Social isolation – does not join in and has few friends
- Extremes of compliance, passivity and/or aggression/provocativeness
- Compulsive stealing
- Rocking, thumb sucking, hair twisting, etc.
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

4. Sexual abuse

Sexual abuse affects a child or young person emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a child is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every class, cultural and occupational group. Sexually abused children may take refuge in an appearance of normality, e.g., some children immerse themselves in schoolwork as a way of ‘blinking out’ the abuse.

Physical indicators

- ‘Love bites’
- Other bite marks
- Self-harming behaviours (e.g. deep scratches/cuts on arms)
- Tiredness, lethargy
- Pregnancy or Sexually Transmitted Infections (STIs).

Behavioural indicators

- Sudden changes in behaviour and school performances
- Sexual awareness inappropriate to the child’s age – shown for example in drawings, vocabulary, games, etc.
- Provocative sexual behaviour
- Fear of undressing for gym
- Tendency to cry easily
- Regression to younger behaviour, e.g. thumb sucking, playing with discarded toys, acting like a baby
- Depression and withdrawal

APPENDIX 3.

Signs of Child-on-child abuse (including cyberbullying, prejudice based and discriminatory bullying)

Bullying affects a child or young person emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Indicators that a child is being bullied is exhibited through their behaviour, attendance, engagement and achievement.

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they are scared the bullying will get worse. They might think that they deserve to be bullied, or that it is their fault.

You cannot always see the signs of bullying and no one sign indicates for certain that a child is being bullied. You should look out for indicators that a child is being bullied through their behaviour, attendance, engagement and achievement.

Physical and behavioural indicators to consider:

- Overly quiet
- Change in attitude or behaviour
- Failure to engage in activity
- Belongings getting “lost” or damaged
- Physical injuries such as unexplained bruises
- Asking for, or stealing, money (to give to a bully)
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

APPENDIX 4. Youth Produced Sexual Imagery including nudes and semi nudes

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a student or of a student, they should refer the incident to the DSP as soon as possible. The member of staff, following the DfE’s confiscation guidance, should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the imagery. The DSP will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children’s social care and/or the police, who

would take the lead in deciding when they should be informed.

- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and expectation policies.
- If it is determined that there is a risk of harm, the DSP must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Principal. Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

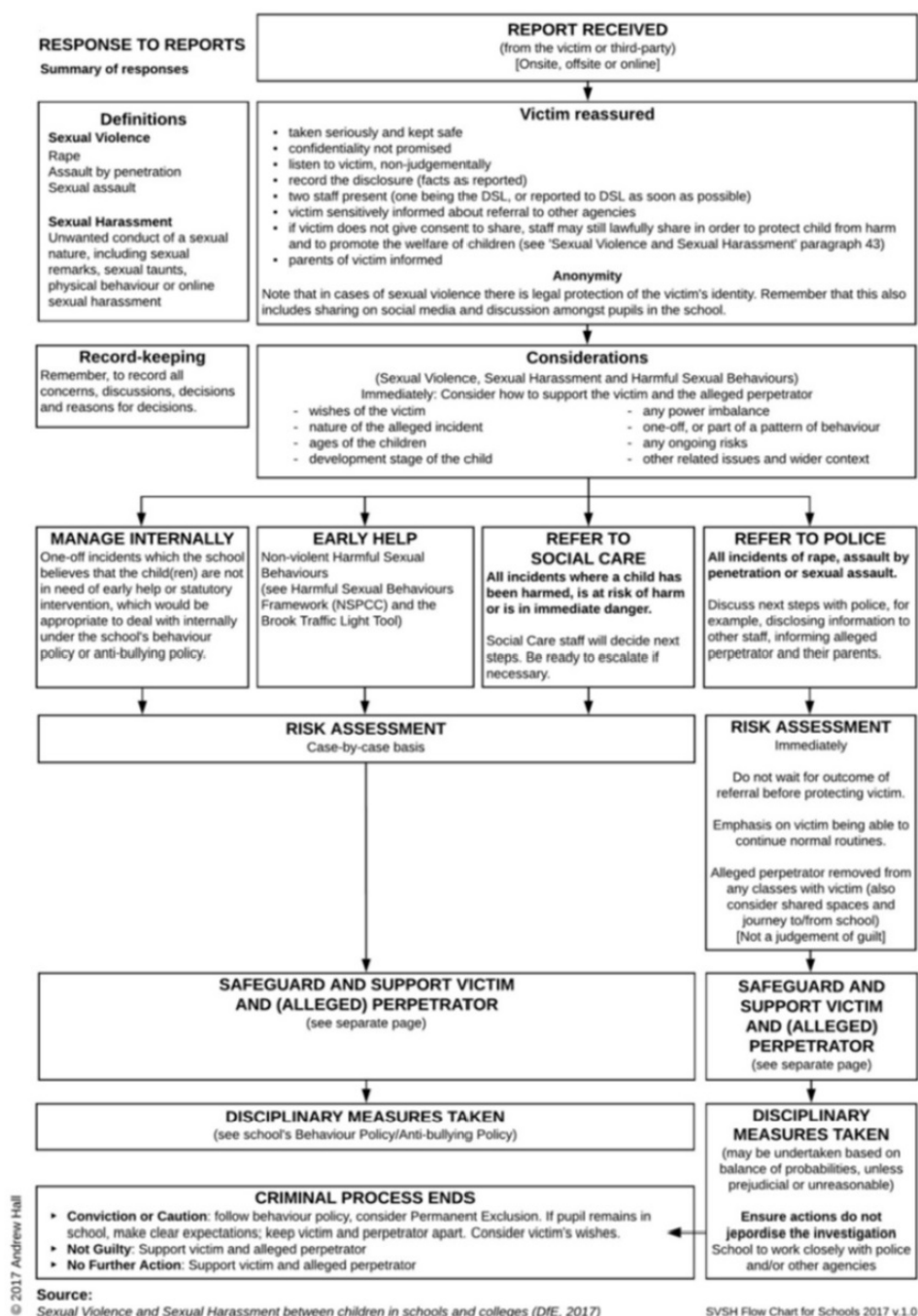
This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSP immediately, who should always inform the Police as a matter of urgency.

Establish the facts in order to make the referral to MASH

- 1) Name and DOB of pupils/students
- 2) Is the pupil/student disclosing about themselves receiving and image, sending an image or sharing an image?
- 3) What sort of image is it? Is it inappropriate or is it of a severe or extreme nature?
- 4) How widely has the image been shared and is the device in their possession?
- 5) Is it a school device or a personal device?
- 6) Is there a significant age difference between the sender/receiver?
- 7) Has there been any external coercion involved?
- 8) Does the student need immediate support and/or protection; is the child more vulnerable; at risk than usual?
- 9) Are there other pupils/students and/or young people involved?
- 10) Do they know where the image has ended up?

APPENDIX 5

Scenarios College to consider when managing any reports of sexual violence and/or sexual harassment.



It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour and where a pattern is identified, a course of action decided.

The four scenarios are:

i. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, College may take

the view that the children concerned are not in need of early help or that referrals do not need to be made to MASH and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- b. All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

ii. Early help

- a. In line with 1 above, College may decide that the children involved do not require referral to MASH but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence.
- b. Multi-agency early help works best when placed alongside College policies, preventative education and engagement with parents/guardians.
- c. Early help and the option to manage a report internally are not mutually exclusive.
- d. Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- e. Concerns, discussions, decisions and reasons for decisions should be recorded (on CPOMS).

iii. Referrals to children's social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, College will make a referral to MASH.

- a. At the point of referral to MASH, College will usually inform parents /guardians, unless there are compelling reasons not to (if informing a parent or guardian is going to put the child at additional risk). Any such decision should be made with the support of MASH.
- b. If a referral is made, MASH will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- c. Where statutory assessments are appropriate, the College (especially the DSP) will work alongside, and cooperate with, the relevant lead social worker.
- d. College will not wait for the outcome (or even the start) of a MASH investigation before protecting the victim and other children in College, being aware that any actions do not jeopardise a statutory investigation.
- e. Consideration of safeguarding the victim, alleged perpetrator(s), any other children

directly involved in the safeguarding report and all children at College will be immediate.

- f. Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- g. All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS

iv. Reporting to the Police

- a. Any report to the [police](#) will generally be in parallel with a referral to MASH (as above).
- b. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police.
- c. Where a report has been made to the police, the College should consult the police and agree what information can be disclosed to colleagues and others, in particular, the alleged perpetrator(s) and their parents/guardians. They should also discuss the best way to protect the victim and their anonymity.
- d. At this stage, College will generally inform parents/guardians unless there are compelling reasons not to, for example, if informing a parent/guardians is likely to put a child at additional risk. In circumstances where parents/guardians have not been informed, it will be especially important that College is supporting the child in any decision they take, (with the support of MASH).

In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the College continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

Appendix 6



Child's name and age & DOB			
Police Reference Number		Date:	
Date and time of incident Address of incident			
<u>Circumstances of incident</u>			
<u>Additional school information including other Operation Encompass calls</u>			
<u>Actions taken and Impact</u>			

**Appendix 7: Keeping Children Safe in Education – Statutory guidance for schools and colleges
September 2023**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Appendix 8 Keeping Children Safe in Education – Part One: Information for all school and college staff, Part 1, September 2023 (Annex A within Appendix 7 above)

Appendix 9: Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children, July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Useful Contacts

States of Guernsey Child Protection unit	MASH (LSCB)	01481 723182 (office hours)
Emergency social worker		01481 725241 (or, if you think a child is in immediate danger, call the police on 999)
Guernsey Police, Public Protection Unit		01481 719419
ICPC Business Manager Independent Child Protection Committee		01481 256923 HSSD-childcareprocedures@gov.gg
Independent Safeguarding Authority(UK)		Contact details for referrals: POBox 181 Darlington DL1 9FA, England 01325 953795
Prevent non-emergency advice		Tel: 020 7340 7264 counter-extremism@education.gov.uk
NSPCC Whistleblowing Helpline		Tel: 0800 028 0285
Childline		Tel: 0800 1111
NSPCC		Tel: 0808 800 5000
Confidential Anti-Terrorism Helpline		Tel: 0800 789312
Submitting a MASH form		https://eforms.gov.gg/forms/showForm.asp?nc=F11V&fm_fid=75