



Child Protection Policy

First Tower School

Headteacher: Mrs Lyn Linton

Deputy Headteacher: Mrs Shelley du Feu

Date:	September 2025
Reviewed:	

CHILD PROTECTION POLICY

**First Tower School
La Route De St Aubin
St Helier
Jersey JE2 3SD**

First Tower School Child Protection Policy is in line with the quality and standards expected from Jersey Safeguarding Partnership Board and will be monitored by the Senior Leadership Team. This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the Senior Leadership Team.

This policy will be reviewed in full by the Headteacher no less than annually. The policy was last reviewed by the Headteacher on 3rd September 2025.

It is due for review on 1st September 2026

Signature Date Agreed: 02/09/2025
Head Teacher: *Mrs L Linton*

Signature Date Agreed: 02/09/2025
Designated Safeguarding Lead: *Shona Mulhern*

Signature Date Agreed: 02/09/2025
Designated Safeguarding Lead: *Clare Fitton*

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1. Safeguarding Policy Statement

A whole-school, child-centred approach is fundamental to all aspects of everyday life at First Tower School. In practice this means keeping the child at the centre of decision making in our partnership working with children and their families. As stated in UK's Children Acts 1989 and 2004 and Children (Jersey) Law 2002, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

At First Tower School we strive to create a culture which enables children to express their wishes, feelings, and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment that feels safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all of our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads.

We hope that parents and carers will support us to undertake our statutory duties to offer early help support and share information with other agencies where necessary. We want to work in collaboration with parents and carers to promote the health and welfare of all our pupils. We know that when children feel safe they are free to learn and develop.

2. Important safeguarding Contacts

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be communicated to staff.

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL) & SENCo	Shona Mulhern	s.mulhern@firsttower.sch.je 07797764415 Term time only
Designated Safeguarding Lead (DSL) & Early Help Lead.	Clare Fitton	c.fitton@firsttower.sch.je 07797923371 Term time only + 4 weeks Monday, Tuesday and Thursday 8.30-5pm Wednesday 8.30-3pm Friday 8.30-4pm

Deputy Designated Safeguarding Lead (DDSL)	Lyn Linton	l.linton@firsttower.sch.je 07797763096 Term time only
Deputy Designated Safeguarding Lead (DDSL)	Shelley du Feu	s.dufeu@firsttower.sch.je 07797895188 Term time only
Deputy Designated Safeguarding Lead (DDSL)	Kathryn Mahrer	k.mahrer@firsttower.sch.je 07797919760 Term time only
Designated Teacher for Children Looked After (DT for CLA & Children Previously Looked After CPLA)	Shona Mulhern	s.mulhern@firsttower.sch.je 07797764415
Mental Health Lead	Nakita Changachanga	n.changachanga@firsttower.sch.je 01534 721066
Prevent Lead	Shona Mulhern	s.mulhern@firsttower.sch.je 07797764415

Non School Contacts

Organisation / Role	Name	Contact details
Jersey Designated Officer (JDO)	Duty JDO	01534 443566 JDO@health.gov.je
CYPES Designated Safeguarding Officer	Dani Perrier	07797954714 d.perrier@gov.je
CYPES Assistant Designated Safeguarding Officer	Natalie Elliott	07797 912384 n.elliott@gov.je
Jersey Children's Social Care	Duty Social Worker	01534 443500 Children's Services (Out of Hours Service contact the Jersey General Hospital Switch board and ask for the Duty Social Worker.
Children and Families Hub	Hub Responder	01534 519000 childrenandfamilieshub@gov.je
Education MASH Researcher	Rebecca Roberts	01534 449217/07797 757394 r.roberts@gov.je
Jersey Safeguarding Partnership Board (JSPB)		01534 442752 safeguardingpartnershipboard@gov.je
Jersey Police		Emergency 999 non-emergency 612612

NSPCC Helpline	N/A	0800 800 5000 Email help@NSPCC.org.uk .
Channel Helpline	N/A	020 7340 7264

3. Legislation and Guidance

This policy is based on the UK's Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children](#), We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

The Jersey Safeguarding Partnership Board is responsible for the partnership arrangements for keeping children safe (CYPES, Jersey Constabulary and The Children and Families Hub) will make arrangements to work together with appropriate relevant agencies, of which Schools and College are, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

This policy is also uses the following legislation for guidance:

- Children and Young people (Jersey) Law 2022 Statutory Guidance <https://www.gov.je/Caring/Children/ChildrenWelfare/pages/childrenandyoungpeoplejerseylaw2022statutoryguidance.aspx>
- Section 175 of the [Education Act 2002](#), places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender

reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- [What to do if you're worried a child is being abused](#) is guidance from the Department for Education and is designed for anyone who works with children and families. This is additional guidance that details signs of abuse and neglect to look out for and what action to take if professionals are concerned. The first point of reference for those working and volunteering in education settings should still be Keeping Children Safe in Education (2023) and the setting's own Safeguarding and Child Protection policies and procedures.
- **The Jersey Safeguarding Partnership Board** sets out for all agencies our Child Safeguarding Arrangements for Jersey to work together to identify and respond to the needs of children, young people and families see <https://jerseyscp.trixonline.co.uk/contents/contents> .They have a strategic function rather than operational direct work with children. Their vision and values are committed to delivering multi-agency child safeguarding arrangements of the highest quality and advocate how all partners practice should continuously evolve to reflect the changing needs and circumstances of our community. This is in line with statutory guidance, [Working Together to Safeguard Children](#)
- Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC.

[Guidance-for-Escalation-Process-2022.pdf \(safeguarding.je\)](#)

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

[Information sharing advice for safeguarding practitioners](#) produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information", which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being

4. Definitions: Safeguarding and Child Protection

All our staff at First Tower School are expected to be familiar with the wide range of policies and procedures we have to keep our children safe and promote their wellbeing at all times.

Safeguarding as defined in Keeping Children Safe in Education (2024), means:

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes.*

Working Together to Safeguard Children (2023) further extends this definition to include:

- *promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.*

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

Early Help: Jersey's Children First is the term used in Jersey for services that work together to support families who need extra help. These are also known as early help services. Early Help is part of all agencies' 'preventative' safeguarding responsibilities, taking action as soon as possible to tackle difficulties for children and families before they escalate into something that is more difficult to overcome.

Jersey's Children First is a strategy for early help for families.

A directory of early help services is available at

<https://www.gov.je/Caring/JerseysChildrenFirst/Pages/GuidancePractitioners.aspx> which will help practitioners and families find information and support "*the right help, at the right time*" to prevent escalation of needs and crisis.

Jersey Safeguarding Partnership Board's threshold document known as the Continuum of Need 2022 (<https://safeguarding.je/wp-content/uploads/2022/10/Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf>) that supports those working with Jersey's children, young people and families. It is a tool to help identify a 'Level of Need' and the service responses that can be expected. A tool to enable all partners to work together transparently as colleagues. It places the child, young person and family at the centre to find solutions early to prevent difficulties escalating.

- **The Continuum of Need** model represents a spectrum of needs. [Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf](https://safeguarding.je/wp-content/uploads/2022/10/Continuum-of-Childrens-Needs-Guidance-2024-Final.pdf) (safeguarding.je). This illustrates how we respond to the needs of children and their families across the four levels of need: Universal, Additional, Intensive and Specialist (Child Protection or Child in Need)
- The purpose is that services work collaboratively and openly with families for interventions and referrals in most instances.

- Early Help is Jersey's local offer and relies on children and families sharing concerns identified and the willingness to engage; this means that full consent from children and families is required.

A Child & Family Assessment is Jersey's Early Help assessment tool and is used to identify needs and organise the right services to support a family. With consent, DSLs, along with other professionals, are able to initiate and lead on these. Further information can be found on the [Guidance and training for Jersey's Children First \(gov.je\)](https://www.gov.je/guidance-and-training-for-jersey-s-children-first)

Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in Need may be assessed under section 17 of the Children Act 1989 by a social worker. Agencies have a duty to cooperate with Children's Services..

Child Protection The Children's Jersey Law (2002) Revised January 2019 places a duty on the Local Authority to make enquiries and decide whether to take any action to safeguard or promote the child's welfare when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse and neglect. This includes female genital mutilation (FGM) and other honour-based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Parental consent is not required if this would place the child at further risk of harm.

Significant Harm is the threshold for a Child Protection response. If Children's Services suspect a child has suffered or is likely to suffer significant harm, then they must by law carry out child protection enquiries. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant'. The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

Multi Agency Safeguarding Hub (MASH) is a partnership of Children's Services, that comprise Health, Police, and Probation. Advisory support is provided by Independent Domestic Violence Advocates and satellite partners, these agencies work together to identify the need of children and their families and signpost to the appropriate agency or resources where threshold is met.

The main aim of a MASH is to improve the quality of information sharing when making decisions between agencies at the earliest opportunity.

Children Looked After: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to child or LA approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a [Kinship Care Strategy](#) to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

These arrangements can be known as either family and friends care or private fostering.

- **Family and Friends Carers:** If you're a grandparent, aunt, uncle, brother, sister, or family friend looking after a child who can't be cared for by their birth parents, you're known as a family and friends carer. Sometimes these carers will be given Parental Responsibility for the children through a Child Arrangements or Special Guardianship Order.
- **Private Fostering:** You're a private foster carer if you're not a close relative and you're looking after a child who's under 16 (or under 18 if they're disabled) for more than 28 days in a row.

Under the Children (Jersey) Law 2002 section 59, private foster carers and those with Parental Responsibility are required to notify the Children and Families Hub of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency. 158. It is the duty of every authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and their welfare promoted. Children's Social Care Service must also arrange to visit privately fostered children at regular intervals. 159. In Jersey, all arrangements and regulations in relation to Private Fostering are set out in the Children (Private Arrangements for Fostering) Regulations 2005. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered. See Private Fostering , Part 8 of the Children (Jersey) Law 2002.

Where the arrangements come to the attention of the nursery, school, college or education service (and the nursery, school, college or education service is not involved in the arrangements), they should then notify the Children and Families Hub to allow checks that the arrangement is suitable and safe for the child. Nurseries, schools, colleges and education services who are involved (whether or not directly) in arranging for a child to be fostered privately must notify the Children and Families Hub of the arrangement as soon as possible after the arrangement has been made. 162. If the nursery, school, college or education service suspect parents have arranged or agreed to private fostering arrangements a referral to the Children and Families Hub should be made along with a discussion about why this is required.

Abuse is all forms of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Exploitation is a risk to children and young people that takes place outside of their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

NB the terms abuse, neglect, and exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At First Tower School we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the UK's Equality Act, 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- 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 education, home, or care
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- Assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/ participation
- Isolation.

Children Looked After (CLA)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- Appointment of a Designated Teacher (DT) for CLA (see Important Contacts in Part 2)
- Appropriate staff made aware of a child's looked after status
- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- Ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

Children with a Social Worker (CWASW)

Virtual School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- **children looked-after,**
- **children previously looked-after;** and
- **children with a social worker** – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

In line with [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension) this has been extended to include:

- **children who have previously had a social worker** – the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 to 18; and
- **children in kinship care arrangements** - this means any friend or family member, who is not a child's parent but raising them for a significant amount of the time, either as a temporary or permanent arrangement.
- **Children who are in Elective Home Education (EHE)**
- **Children Missing from Education (CME)**

In offering advice and information to workforces that have relationships with children with social workers, virtual school head identify and engage with all key professionals in Jersey and beyond, helping them to understand the role they have in improving outcomes for CWASW e.g. DSL and deputies, social workers, headteachers, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

Since 2021 the role of virtual school heads has included a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. In offering advice and information to workforces that have relationships with children with social workers, virtual school heads identify and engage with all key professionals in Jersey and beyond, helping them to understand the role they have in improving outcomes for CWASW e.g. DSL and deputies, social workers, headteachers, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

[Jersey Virtual School \(gov.je\)](https://www.gov.je/virtual-school)

First Tower ensure that our Designated Teacher has the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements which includes:

- Working closely with virtual school heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans.
- Collaborating with the virtual school heads to also promote the educational achievement of previously looked after children.

6. Roles and Responsibilities of Staff including Leadership/ Management

Safeguarding is **everyone's** responsibility at First Tower School. This policy applies to all of our staff including permanent, temporary and supply, volunteers and contractors. It also applies to our safeguarding arrangements for extended school and off-site activities.

First Tower plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/ misandry, homophobia, biphobia, transphobia and sexual violence/ harassment. This will be underpinned by our:

- Behaviour Policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

Role and Responsibility of all staff, (permanent temporary and supply) volunteers and contractors

All staff will be required to:

Read Part One and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. Staff/volunteers who do not work directly with children are not required to read Part One and can be provided with Annex A (a condensed version of Part One) but to promote good practice we recommend that they do so.

Translated versions of Part One Keeping Children Safe in Education can be found at [Keeping Children Safe in Education Part 1 Translations | LGFL for staff, volunteers, parents and carers](#) whose first language may not be English, should they wish to use this

- Read Annex B of Keeping Children Safe in Education which outlines important additional information about specific forms of abuse and safeguarding issues to ensure we have a culture that recognises that children within the specific circumstances can be at greater risk of abuse, neglect and exploitation, and a working knowledge to identify indicators. As good practice, we ask staff who do not directly work with children to also read this chapter

- sign confirmation that they have read the expected sections according to their role, have understood the content and their roles and responsibilities in our whole school approach to safeguarding
- promote and raise awareness about the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Contribute to creating a culture for pupils who are lesbian, gay, bisexual or gender questioning to speak out and share their concerns.
- Contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns (see section 5)

All staff will be aware of:

- Our school's safeguarding arrangements and systems are explained to staff as part of their induction and annual update training. As part of staff induction new staff/ volunteers are provided with the following key guidance and information provided by our school senior leadership team:
 - Child Protection Policy
 - Safeguarding Policy
 - Staff Behaviour Policy/ code of conduct
 - The role and identity of the Designated Safeguarding Lead (DSL) and deputies
 - The Positive Relationship Policy
 - Online safety policy
- Our expected safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- signs of vulnerabilities to look out for in children who may benefit from Early Help support, we explain to staff the Early Help process for children and their families and what their role is in this to support DSLs in ensuring children and their families receive support as soon as problems emerge
- the importance of Child and Family Assessment and how they can help identify emerging difficulties and therefore how sharing information, including with other practitioners, can support early identification and assessment
- the process for recording and sharing information internally to DSLs and on children's safeguarding records
- The process for making referrals to the Local Authority Children's Social Care and/or Police where required and the statutory processes that may follow.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) [See Annex B Keeping Children Safe in Education.](#)

- how to support and speak to children when they may share their worries or make disclosures of abuse, neglect or exploitation and contribute to creating a culture where children feel able to speak with the relevant safeguarding leads
- The importance of reassuring children that they are being taken seriously and that they will be supported and kept safe
- the importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern
- Children can be at risk of harm inside the home (familial harm) and outside of their home (extra familial harms) and that any form of harm can happen directly or online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection.

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

Our DSL team includes a member/s of our senior leadership team. We also have Deputy DSLs (DDSL) within our staffing group. Whilst one of the DSLs is referred to the 'lead' and will coordinate the DSL team, they are all trained at the same level to ensure that at all times one or more of them are available to carry out all of their designated functions in safeguarding.

- The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- Whilst all of our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.
- The DSL will act as the main contact in our school when a child and their family are receiving support from the school, external agencies and statutory services.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. (see page 4 for normal working hours)
- In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary (c.fitton@firsttower.sch.je or 07797923371).
- When the DSL is absent, please contact school's Deputy DSL(s).
- If the school's DSL and deputies are not available or cannot be reached, *the Children & Families Hub should be contacted.*
- The DSL is contracted to work 4 weeks of the school holidays. Days and hours to be worked will be agreed with the headteacher at the beginning of each financial year and shared with both school staff and the Jersey Designated Safeguarding Officer.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- take part in and/or lead early help support which may include Early Help Assessment and thereafter attend/chair Team Around the Child meetings
- Take part in strategy discussions organised by the Local Authority's Children's Social Care and inter-agency meetings and/or support other staff to do so when required

- Contribute to the assessment of children (when a child may have suffered harm or is at risk of harm)
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children
- have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in school, this includes those presented by children within the setting, their parents/carer or associated adults where necessary
- have a good understanding of the filtering and monitoring systems and processes in place at our school
- assist the Headteacher to review and respond to low-level concerns that may arise regarding staff
- share information and/or take part in statutory processes that involve reviewing and analysing of safeguarding practice and policies. This can include meetings held by Jersey Safeguarding Partnership Board in response to significant safeguarding incidences, child death and/or where a safeguarding practice review is required to determine learning and practice analysis.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Jersey Safeguarding Board and that Children and Families Hub (MASH) enquiries about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school or college's statutory role regarding safeguarding of children.
- Link with Jersey Safeguarding Partnership Board (JSPB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The DSL will also:

- keep the Headteacher informed of any issues, the conversations with children and their families, universal services and referrals to external agencies and statutory services
- liaise with universal, targeted and statutory agencies, Local Authority workers (Children's Services and other key practitioners) when there are safeguarding concerns as appropriate (includes early help and child protection)
- share information about incidences of sexual violence and sexual harassment with statutory colleagues such as Police and Children's Social Care colleagues in order to prepare and implement the school's policies
- be confident about what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment
- be aware that children are entitled to have an 'Appropriate Adult' to support and help them in Police investigations or if there is threshold met for them to be searched.

The full responsibilities of the DSL and deputy(s) are set out in their job description, see [Annex C KCSiE](#)

Role and Responsibilities of the Headteacher

The Headteacher/Principal will:

- implement this policy and ensure that all staff:
 - are informed of our school's systems which support safeguarding, including reading and understanding this policy, as part of their induction
 - follow the procedures included in this policy, what they should know and do in relation to information sharing and referrals of cases of suspected abuse and neglect
- make this policy available to parents/carers, professionals and the community to ensure there is transparency and clear expectations about the school's duty to safeguarding and promote the welfare of children and the arrangements for responding to children presenting with needs that may require early help or support to protect them. *Please refer to the school's website.* <https://www.firsttower.sch.je/page/?title=Safeguarding&pid=40>
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- act as the 'case manager' representing the school in the event of an allegation of abuse made against another member of staff or volunteer
- managing cases where there are low-level concerns regarding the conduct of staff, or oversee delegation to the DSL
- ensuring the relevant staffing ratios are met, where applicable
- making sure each child in the Early Years Foundation Stage is assigned a key person
- overseeing the safe use of technology, mobile phones and cameras in Early Years setting

Role and Responsibilities of the Designated Teacher

Our Designated Teacher takes leadership of promoting the educational attainment of Children With a Social Worker which includes:

- working closely with Virtual School Heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans
- to carry out their duties following best practice: [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](#) and extended duties as outlined [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](#)
<https://www.gov.je/SiteCollectionDocuments/Education/P%20Keeping%20Children%20Safe%20in%20Education%2020231025DP.pdf>
- working closely with our DSL for those children who are supported by a Child in Need or Child Protection Plan to ensure support for the education attainment of these children is appropriately entwined with safeguarding processes.

All staff and leadership are required to support safeguarding children by exercising their professional curiosity at all times. [April 2025 Professional Curiosity](#)

7. Family Help

[Keeping children safe, helping families thrive - GOV.UK](#) underpins the UK Government's [Children and Wellbeing bill](#) which is a key step towards delivering the UK government's 'Opportunity Mission' to break the link between young people's background and their future success. It will better put in place support to drive high and rising standards throughout our education and care systems so that every child can achieve and thrive. It outlines the UK government's commitment to keeping families together and children safe and support children to live in family settings where children cannot remain at home, including through kinship or foster care, rather than residential care. First Tower support these principles and follow UK legislation and guidance as best practice.

In March 2025 the DfE published [The Families First Partnership \(FFP\) Programme Guide](#) this sets out how every child is to be kept safe and have the opportunity to succeed, supporting every child to grow up in a safe, stable and loving home, for most children this means growing up within their family and support through early help and family networks.

The key principles that will inform the delivery of services will include:

- wrapping support around the whole-family at the earliest opportunity – using the expertise of multi-disciplinary practitioners;
- ensuring consistency of relationships between children, families, and their lead practitioner;
- adopting one plan that will stay with families but adapt as needs change.

At *First Tower School* we endorse these principles and will continue to work in partnership and collaboration with children and their families so that they are supported from an early stage by being a part of and leading the conversations about change and aims for their children. We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to improve their own agency to make safe and positive decisions for themselves and their children.

Our principles include, but are not limited to:

Promoting effective partnership working with parents and carers e.g. build strong, positive, trusting, and co-operative relationships by:

- approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity
- avoiding reinforcing family shame, suffering, and blame
- making efforts to understand the impact of the parental trauma influencing the dynamics and experiences of the family
- using strength-based approaches, working with parents and carers to identify what is working well and how their strengths could support them to effect positive change
- ensuring we work sensitively with parents, carers, and children, to identify and understand the impact of adversity and trauma in their lives; seeking to understand how adversity and trauma might manifest and affect children and parent's engagement and use their expertise to adapt their response with care and compassion
- adapting our responses to meet the diverse needs of parents and carers, including fathers and male carers, and the specific challenges being faced, including parents and carers of disabled children, and where harm is outside the home
- ensuring we understand the family's background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support

- being alert and recognising where parents or carers may not be acting in the best interest of the child or where children may be experiencing abuse, neglect, and exploitation as a result of actions by parents, carers, or other individuals in their lives. Practitioners use their skills and expertise to adapt their response to secure engagement
- being mindful of negative stereotypes when making decisions which might lead to false assumptions.

Communicating effectively verbally and non-verbally by:

- communicating with respect, being clear, curious and inclusive; adapting to parent's and carer's needs
- providing materials to children, parents, carers, and families which are jargon free, developmentally appropriate and in a format that is easily understood
- ensuring any materials, such as minutes or reports, capture the school's contribution but also those from the children, parents and carers which must include their views and wishes
- supporting families to access support to translate information where English is not their first language. Our school will access interpreters where needed including British Sign Language.

Empowering our parents and carers to participate in decision-making to help, support and protect children by:

- creating a safe culture which is an open and accepting forum free from discriminatory or prejudicial judgements
- ensuring the open culture is one which still provides reflection and challenge where the information has the potential to be a risk or influencing factor which may impact on a child's safety and wellbeing
- asking families for their perspective on a situation or issue that arises, ensuring we consider their point of view and factor this in when thinking about support
- promote families' rights to support through use of advocates, family members or a supporter
- ensuring parents and carers are fully aware of who will attend meetings and discussions, if the child will be invited to participate, and the format of the meeting or discussion
- giving parents and carers adequate preparation at every stage, relevant information, a safe and appropriate environment for participation, and suitable access arrangements
- signposting parents and carers to sources of help and support available locally or through the Local Authority
- provide opportunities for feedback and review to ensure acknowledgement of positive progress but also reviewing and discussion of any new or increasing issues to readapt a family's plans
- being transparent about our concerns and why we may need to request support from an outside agency; and the potential actions should our concerns increase for the children
- helping parents and carers to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes
- providing information about different types of support, what it involves and expects from parents and carers so they can make an informed choice and decision about which support pathways will be more helpful and effective for them.

8. Confidentiality and Sharing Information

Trusted relationships are at the heart of working with children and their families at First Tower School. We strive to uphold good practice and work in partnership with children and families, communicating effectively and listening well so that we have sufficient information to understand and be able to meet their needs.

An open culture is imperative when deciding whether to share information and it is important to get the lawful basis right. The legal framework can appear complex, and a lack of clarity can lead practitioners to assume, incorrectly, that no information can be shared because consent has not been provided. Our school understands the lawful basis in which our DSLs can share information with other people, agencies and organisations about the children and families we are supporting.

In line with our principles of working with families outlined above, we strive to be transparent, open and clear when we need to discuss any information or concerns that worry us about a child's wellbeing. If we feel that we need to share information, we will explain how information will be shared or used so that families can make an informed choice about whether to consent.

If we feel that we need to share information with services due to concerns about a child's safety or welfare to provide the family with specific support, we will be upfront, transparent and honest about our concerns and the ways in which such services could help the family. We will endeavour to support and encourage the family to consent and engage with such support. We believe that this collaborative approach will support children to have the confidence to speak up and share their views as well as encouraging parents and carers of children at our school to have a willingness to engage with services that provide support.

If we have a concern about a child's safety and have decided to share information to protect them from a risk of harm, we will endeavour to gain cooperation and understanding from parents and carers. We will strive where possible to always gain consent and where we believe our concerns have increased and warrant the sharing of information to statutory services such as Police and Children's Social Care, we will have made efforts to discuss, explore and provide support to address these with families in a collaborative way beforehand; concerns should not be a surprise to families unless in situations where a one off or unprecedented incident occurs.

However, for a small number of children, seeking parental consent is not always possible and may place a child or others at risk of harm, for example:

- the child would be placed at increased risk of significant harm through the action of gaining this consent
- there would be an impact on a criminal investigation
- a delay in making the referral would impact on the immediate safety of the child.

In situations where our professional or legal duty is exercised to share certain information in the absence of consent, we will inform them as soon as possible if it is safe and appropriate to do so. We will be clear about what we have shared, with whom, the reasons why and how the information will be used.

In any situation where a child or their parent/carer object to consent or particular information sharing and we decide that it is proportionate to do so, a clear rationale, outlining our decisions and the reasons why, will be recorded on the child's file.

In situations where there are allegations of child-on-child abuse, we will notify the parents or carers of all the children involved. If a child or group of children have suffered significant harm or are considered at risk of harm either directly or online we will have a duty to consider making a

referral to Children's Social Care and the Police if a crime has been committed. The process for this can be found in Section 9 and our principles for information sharing and consent will apply, unless we have a legal obligation to report the incident.

In addition to sharing information, our DSLs will endeavour to arrange a meeting with the parents and carers of all children to share information about the incident, plan safety strategies and/or risk management plans. Our DSLs will endeavour to keep families up to date and provide reassurance on any measures being taken, whilst respecting the privacy of each individual child involved.

The Data Protection (Jersey) Law 2018, and the Data Protection Authority (Jersey) Law 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. First Tower School recognises that timely information sharing is essential for effective safeguarding. Whilst we promote collaboration and partnership with our families, fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children when required.

The following principles apply to First Tower School confidentiality agreement:

- . Timely information sharing is essential to effective safeguarding.
- . The Data Protection (Jersey) Law 2018, and the Data Protection Authority (Jersey) Law 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- . If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- . Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- . If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Law that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - The DSL should consider the following points:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
 - Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- have regard for the UK Government's publication [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information with all relevant parties.

If staff are in any doubt about sharing information, they can seek advice from our Headteacher, DSL or any person in a position of senior leadership or wider DSL team.

9. Recognise and Respond to Abuse, Neglect and Exploitation (what all staff must know and do if they have concerns)

Abuse, neglect and exploitation

All our staff are aware of what abuse, neglect and exploitation is and have an understanding of the different types of indicators as outlined in Appendix 3 which could suggest a child is suffering or likely to suffer harm.

We encourage our staff to be professionally curious about what to look out for as this is vital for the early identification of abuse, neglect and exploitation so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Our staff are aware that children may be abused by an adult or adults or by another child or children.

Physical Abuse

Physical abuse is a form of abuse which may involve:

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness FII).

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction
- a child seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing a child to feel frightened or in danger
- exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

- **Physical contact:** including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
- **Non-contact activities:** such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse
- **Online abuse:** sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

Our staff are aware that there are several types of child exploitation, including, but not limited to:

- **Child Sexual Exploitation (CSE):** this is a type of sexual abuse where children are sexually exploited for money, power, or status. It can involve contact and non-contact activities and can occur without the child's immediate recognition; this is due to their grooming by the abuser.
- **Child Labor Exploitation:** this involves the use of children in work that is harmful to their physical and mental development. It deprives them of their childhood, potential, and dignity.
- **Child Trafficking:** children are recruited, moved, or transported and then exploited, forced to work, or sold. They are often used for forced labour, sexual exploitation, or illegal activities.
- **Child Criminal Exploitation (CCE):** this is where children are involved in activities of a criminal nature, often in gangs. They may be forced or manipulated into committing crimes, such as selling drugs or stealing.

Safeguarding Issues and Specific Forms of Abuse

All our staff understand that children can be at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), drug taking and/or alcohol misuse, criminal exploitation, child sexual exploitation, serious youth violence, county lines, radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) and can put children in danger.

Staff are aware that Extra Familial Harms can present online, in a child's environment/neighbourhood, school and any place/space that children occupy or access such as:

- Child abduction and community safety incidents
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Children and the Court system
- Children absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health

- Modern Slavery and the National Referral Mechanism
- Preventing radicalization
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- So-called 'honour'-based abuse (including female genital mutilation and forced marriage)
- FGM and the mandatory reporting duty for teachers
- Forced marriage.

Detailed information about what staff understand about these forms of abuse and safeguarding issues is outlined in Appendix 2.

Child-on-Child Abuse

At First Tower School we know that children can cause harm to other children. As a school we have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that "it could happen here". Our staff are aware that even if no reports are being made in our school, it does not mean it is not happening.

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include 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, jokes and online sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Domestic Abuse

The UK Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships.

The Jersey Domestic Abuse Law came into force on Wednesday 21 June 2023. The new law is designed to give victims greater protection from perpetrators include those who coercively control their partners.

There are three key elements of the law, which are:

- The new domestic abuse offence
- New powers for the court to impose Domestic Abuse Protection Orders (DAPOs)
- The power to impose notification requirements on perpetrators convicted of domestic abuse or similar offences

Offenders can be jailed for up to five years and be given an unlimited fine for offences covered under the law.

Our staff understand that these experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Our staff are aware that domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Types of Domestic Abuse

Domestic Abuse can be, but is not limited to the following, signs to look out for and be professionally curious about:

- Controlling or coercive behaviour
- Violent or threatening behaviour
- Physical or sexual abuse
- Economic abuse
- Technology-facilitated abuse
- Psychological, emotional, or other abuse
- Stalking

Violence against woman and girls (**VAWG**) includes but not limited to harassment, stalking, rape, sexual assault, murder, honour-based abuse, coercive control and while men and boys also suffer from many of these forms of abuse, they disproportionately affect women. [Crime and Policing Bill: reducing violence against women and girls \(VAWG\) factsheet - GOV.UK](#)

Child-to-parent-abuse (CPA) or adolescent-to-parent abuse (APA) is any behaviour used by a child or young person to control, dominate or coerce parents. It can include emotional, verbal, physical or financial abuse and includes “coercive control,” or in other words, the parent or other adult is compelled to change their own behaviours for fear of further abuse.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education (2024) explains that FGM includes ‘*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*’

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting', 'circumcision' or 'initiation'.

Our teachers are aware of their mandatory reporting duty and the requirement to immediately contact the Police if they are

- informed by a girl under 18 that an act of FGM has been carried out on her
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth).

The duty for teachers above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, teachers know they must report to the DSL who will follow local safeguarding procedures.

Our members of staff who are not teachers, are aware that if they suspect a child is at risk or that FGM has been carried out, they should report this to the DSL immediately.

Prevent and concerns about extremism

This section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Firs Tower School is aware of our duty under UK Law section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*". This duty is known as the Prevent duty.

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education.

Our staff are aware that children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of our school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

The Prevent Duty is concerned with all forms of terrorism and extremism. It also includes some forms of nonviolent extremism. For example:

- Right Wing extremism
- Religious extremism
- Environmental and Animal Rights extremism
- School Massacre ideology
- Involuntary Celibate (Incel) ideology

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services [website](#), or [Channel](#), the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

Concerns about mental health

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing mental health or be at risk of developing one.

If a staff member has a concern about a child's mental health, no matter the level of the child's emotional difficulties, they must speak to the school's DSL who will evaluate if the child is at risk of immediate harm, and if so, will escalate to the appropriate level of support which includes speaking to the school lead for Mental Health.

If a child is experiencing low moods, low self-esteem and general anxiety, our school mental health lead will be able to provide some advice about some self-accessed support through relevant approved wellbeing websites and apps. If however, the child is presenting with a concerning level of low mood and anxiety for a period of time then our mental health lead in partnership with the DSL will discuss with the child and their parents/carer to explore options of support.

If someone is experiencing suicidal thoughts but they do not need physical input from A&E then consideration will be given to accessing support from:

If you are concerned about a child's emotional wellbeing or mental health, you can contact:

- Children and Families Hub - 01534 519000
- Child and Adolescent Mental Health Services (CAMHS) - 01534 445030
- Mind Jersey – In a mental health crisis, call 445290. Admin 07829 933 929/ <https://www.mindjersey.org/getting-help/>
- Youth Enquiry Service (YES) based at Eagle House -0800 7350 010/280530/<https://yes.ie/>

If, however, a child/young person is at immediate risk the school will recommend they need to be sent to Accident and Emergency at Jersey General Hospital- 442000, or dial 999.

What all staff need to do to respond if abuse, neglect and exploitation is suspected or been disclosed.

At First Tower School we adopt a whole school approach and safeguarding is everyone's responsibility. Staff and volunteers, must comply with our safeguarding procedures as set out below:

Concerns about child-on-child abuse

In most circumstances, incidences of pupils hurting other pupils will be dealt with under our Positive Behaviour Policy. Our child protection policy will apply to all incidents that raise safeguarding concerns where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil makes an allegation of abuse against another pupil:

- staff must record the allegation on MyConcern and report to the DSL, staff should not investigate the matter
- the DSL will assess and consider the relevant next steps which may include, speaking with the child and parents, accessing relevant consultation lines provided to schools by the Local Authority, making a request for support to Children's Services as well as the Police if the allegation involves a potential criminal offence or the Child and Adolescent Mental Health Service (CAMHS), if appropriate
- the DSL will consider whether a risk assessment or a safety and support plan would be beneficial for any children involved, including the victim(s), the child(ren) against whom the allegation has been made and any others affected, with a named person they can talk to if needed. This should include consideration of all aspects and areas of the school environment and beyond, for example off-site activities and school transport
- the DSL will speak to the child and their parent/s or carers to share the concerns, gain their views and consent to liaise with other agencies if there are any identified risks and unmet needs
- if the incident is a criminal offence school have a duty to report this and thereafter work closely with the Police (and other agencies as required) while protecting children and/or taking any measures to manage risk. For incidences which involve significant harm and/or a potential criminal offence, the DSL will endeavour to gain consent but may override this should not gaining consent increase the risk to a child

Our DSLs are committed to ensuring that where concerns are raised about child-on-child abuse incidences are taken seriously and dealt with fairly. DSLs will consider all information available to them and ensure that any action or decision is proportionate for all children involved, and that such decisions do not disproportionately impact on their access to education, although at times some restrictions or adaptations may be required to manage identified risk.

Creating a culture where children feel safe in school and minimising the risk of all forms of abuse.

We recognise the importance of taking proactive action to minimise the risk of any form of abuse, neglect and exploitation irrespective of from whom and where this comes from, including child-on-child abuse. Creating a supportive environment where children can feel confident in reporting incidents is key to our safeguarding culture in First Tower School.

We expect all staff to:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ensure pupils are able to easily and confidently report abuse using our reporting systems. Through the PSHE Curriculum, NSPCC updates, Online Safety Lessons, CYPES Keeping Safe & Well Programme, YouMatter Sessions, ELSA wellbeing, class check ins and Circle time pupils are regularly made aware that they can share any concerns with a trusted adult. They are made aware of the DSL team and posters are displayed around the school.
- reassure victims that they are being taken seriously
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems in the school or elsewhere that could be addressed by us updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with our safeguarding partners
- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, and alleged perpetrator(s) and any witnesses are not bullied or harassed
- consider intra-familial harms (adults close to the child and family) and any necessary support for siblings following a report of sexual violence and/or harassment.

Our staff are trained to understand:

- how to recognise the signs of child-on-child abuse, and know how to identify it and respond to reports
- even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an open mind and attitude of “it could happen here”
- if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told; and always speak to the DSL should they be unclear
- children may not always make a direct disclosure and therefore they must be aware that:
 - children can show signs or act in ways they hope adults will notice and react to; it may be that their difficulties emerge from behaviour when they do not have the language to express themselves
 - a friend of the child may share information to a staff member or make comments; professionally curiosity is key, do not fear exploring the information and asking open ended questions
 - staff overhear a conversation between children
 - a child’s behaviour may change suddenly with no clear reason or precipitating event that might offer some explanation
 - some children can face additional barriers to telling someone, for example they have a disability, special educational need, age gender, ethnicity and/or sexual orientation etc.

- one child's concerning/abusive behaviour towards another could be an indicator of that child having been harmed themselves.

If a child makes a disclosure to a member of staff or volunteer

All staff are aware they should always be prepared as children can disclose spontaneously to any one anywhere.

First Tower School is situated on the island of Jersey which has a rich and diverse population. We cannot, and do not, assume that all children and their families have the ability, understanding, language and resilience to convey any difficulties they may experience. It is key to our school ethos to recognise the needs of children and their families and to recognise and provide support where English may not be their first language and/or the children or family members have special educational needs; and without doing so may impede their ability to represent their voice, wishes and feelings.

All staff know that we place the voice of children at the centre of everything we do and endeavour to place their best interests at heart. We ensure we know who our children are, staff are encouraged to be curious by speaking and listening to children whilst respecting any protected characteristics. We hope our children have confidence and trust in our staff, believing they will be taken seriously and be supported with their issues or concerns sensitively.

Staff also know that children may not always feel ready or know how to tell someone that they are being abused, neglected or exploited and do not always recognise their experiences as harmful.

We listen to children by:

- showing patience regardless of a child's age as we know they can find it hard to find the words to express themselves
- encouraging children to tell their story in their own words
- avoiding the use of leading questions or suggesting what may have happened, instead we maintain genuine curiosity, and only ask open-ended questions / prompts.

We reassure children by:

- making sure a child does not feel they are in trouble and that they have done the right thing in speaking to staff
- we let a child know it is not their fault as children are often made to feel blame by those harming them
- never promising confidentiality and being transparent about our obligations to share information if we are concerned that they are at risk of harm
- helping children to understand how we plan to support them and their family and let them know what action we will need to take next to support them.

Recording concerns

Our staff know that reporting concerns is a procedural requirement when safeguarding and promoting the welfare of children. Our staff are clear that they must:

- record all conversations relating to any level of concerns on our recording systems; ensuring that the record is as detailed as possible, is factual, does not contain assumptions or personal judgement and captures the child's account in their own words

- inform the DSL about their concern as soon as possible; where the concern involves a disclosure or concern that the child is at risk of harm they must inform the DSL immediately.
- An internal referral should be completed via the MyConcern report a concern feature when the thresholds detailed in this policy and in the Safeguarding Policy have been reached. Once a concern has been verbally shared with a DSL each section should be completed as best as possible, as soon as possible (by hand initially if necessary). Staff will type these records into the Report a Concern form, which is accessed by logging onto - <https://www.myconcern.education/>
- The logging of this concern will automatically be raised with Designated Safeguarding Leads via email.
- Information of a confidential/sensitive nature will be stored within this system, there is restricted access to this via a two-feature access code.
- Should the member of staff who has a Child Protection concern need guidance or clarification they will immediately inform a designated child protection adult. The Head Teacher/Deputy Head Teacher/Designated Safeguarding Lead (DSL) or other designated adults will complete the necessary aspects of the MyConcern protocols and complete a referral to MASH should one be needed.
- For colleagues who are not employed staff, supply teachers, volunteers, visitors the internal referral form is available in the main office/classrooms should a safeguarding concern arise. This should be shared with the DSL as a matter of urgency.
- Our staff are aware that such information is confidential and should be shared with the DSL only who may hold additional information about the child and their family, and therefore can form a view on its significance and whether any action is required. Staff will not share information amongst themselves and will not share the information outside of the formal reporting process unless asked to by the DSL. This ensures that information is shared without delay enabling the DSL to carry out any necessary functions of their role whilst upholding confidentiality for the child and their family.

What school staff should do if they have concerns about a child

First Tower School is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their personal experiences at home, in the community, online or regarding a member of staff or other children in the school. As outlined above, all our staff are clear on the importance of listening to and supporting children when making disclosures, and the need to reassure them.

Our staff are aware that children can share information with anyone in our school but there are clear reporting processes when such information sharing raises concern about their welfare. Children may talk about worries and anxieties around friendships and school life which they need to support with but on other occasions they may share information about their family life which indicates that the children and their family may be in need of help and/or fear or experiences which cause staff to be concerned about whether they have been harmed or are at risk of being harmed. Where such situation arises, our staff are clear on the reporting processes.

Any member of staff, including supply teachers, contract workers, volunteers and visitors at First Tower School who has any concerns about a child's welfare should:

- maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. Never promise a child confidentiality

- reassure the child they have done nothing wrong and if appropriate explain to them how they will be supported and who you will need to share information with
- record what the child or others have disclosed using their language - or describe what you have seen or suspect and your rationale for this. Also ensure you make a note of any injuries observed or described by the child (*if it is the latter two*)
- consider if the child needs medical attention and if so prioritise ensuring they receive this
- you must never delay reporting your concerns about the welfare of a child and always act immediately by reporting/speaking to the school's DSL/deputies
- record what the child or other has disclosed in their language or describe what you have seen or suspect and your rationale for this (*if it is the latter two*)

The DSL or deputy will:

- use Jersey Safeguarding Partnership Board threshold guidance to initially assess the concerns raised and consider the impact on the child's welfare, at the same time their safety. They will also review the child's record in order to establish if there has been any previous concerns (records help to establish relevant history and risk factors for example even if a concern appears low level on the surface, a series of incidents can highlight patterns of ongoing abuse and neglect.) The DSL will use the Continuum of Need to support their analysis and rationale for any decision
- DSL or deputy will speak to the child to verify their wishes and feelings, contact the child's parents or carers to either inform them of the concerns and also to gauge their view (it will be at the discretion of the DSL team to carefully consider if this action may place a child at further risk, e.g. if the child has disclosed abuse and neglect caused in the family home)
- if the child has not suffered significant harm as defined by the Children Act, DSL may also decide to seek advice through the range of services on Jersey which provide non child protection advice. The purpose of these are to support DSLs to consider the best options to engage children and their families with an offer of early help support, preventing escalation where possible but also request for support via Children's Services where necessary. Examples of this are managing any support for the child internally via the school's or college's own pastoral support processes and/or undertaking an Early Help Assessment
- if it is immediately apparent that a child has suffered significant harm or is at risk of harm e.g. suffered abuse, neglect and/or exploitation, the school's DSL will make a referral to Children's Social Care to request support at the earliest opportunity; consent will be gained where appropriate. If there has been a crime committed within the circumstances of the abuse, they will also report this to the Police.

[ch-yp-safeguarding-referrals.pdf \(trixonline.co.uk\)](https://trixonline.co.uk/ch-yp-safeguarding-referrals.pdf)

Making a referral to Children's Services and/or requesting support

Children and Young People Safeguarding Referral Procedure

Anyone who has concerns about a child or young person's welfare can make a referral to the Children and Families HUB. Referrals can be made from a child or young person themselves, practitioners, family members and members of the public. Children's Social Care has the responsibility to clarify with the referrer the nature of the concerns and how and why they have arisen.

The child or young person themselves, practitioners, family members and members of the public may also call the Children and Families HUB for advice and guidance if they are unsure about how concerned they should be. Children's Social Care has the responsibility of clarifying with the referrer the nature of the concerns and how and why they have arisen.

Consultation Service The Children and Families Hub Triage Team, includes a Multi-Agency Safeguarding HUB (MASH) Decision Maker. The MASH Decision maker offer a consultation service for professionals who may be unclear on what action they should take or who need support/guidance. The advice may include information about a range of services including voluntary and community sector if there is need for support. If through the consultation a health, development or safeguarding welfare need is identified guidance will be given about submitting a request for support and how to involve parents. Practitioners contacting the Hub cannot remain anonymous when seeking advice around safeguarding and any children discussed must be identified to ensure accurate and effective advice is provided.

What happens to your request for support?

When the Children and Families Hub Triage Team receive a Children and Families HUB request for support form, the team will check whether the child or young person is already known to Children's Social Care and whether they currently have an open case and allocated social worker. If the case open to Children's Social Care the request for support will be passed directly to the child's allocated social worker with a shared understanding of action required to time scale commensurate to risk. On agreement if there is no further action from the Children and Families HUB Triage Team and/or MASH. This will be relayed back to the referrer.

The MASH Decision Maker will task specific partner agencies for any relevant, chronological information they hold about the child/young person and associated adults. The Decision Maker will apply a RAG rating to the request for support which will determine the level of concern and the timeframe in which agencies are required to return their information. The RAG rating may be changed as added information is received.

RAG Ratings and Response Time

RED Rating – applied to Enquiries where there appears to be urgent risk of significant harm or high-risk safeguarding concerns which require immediate action to ensure the child/young person's safety and welfare. Partner agencies return their information at least within a 4- hour timescale to allow decisions to be made within 4 hours of the risks being identified. 7 Children and Young People Safeguarding Referral Procedure 2024. Parallel actions will be taken within the 4-hour time scale where required as where an immediate response is required, the Police Public Protection Unit (PPU) and relevant Children's Social Care Team will be advised. The details of the request for support will be shared and the MASH research will be collated simultaneously to any active Police/Children's Social Care response. Where any subsequent information gathered will be further shared.

AMBER Rating – applied to requests for support where there are significant concerns for a child/young person’s safety and welfare, but immediate action is not required to ensure their safety. Partner agencies return information at least within one working day (24 hours from being tasked). Where this happens on a Friday then the tasking returned the next working day. Where the MASH Decision maker and the MASH Triage Team will determine actions required to protect and safeguard the welfare of the child (ren)

GREEN Rating – is applied to requests for support where needs can be managed through formal support the JCF Children’s Framework and through a ‘team around the child/family’ plan or by a single agency. Requests for Support considered to be Green will not be progressed through MASH. The MASH Decision Maker will review the multi-agency information to determine the most proportionate response to the child or young person’s needs. They will consider how the information fits with The Continuum of Children’s Needs.

The MASH Decision Maker will review the multi-agency information to determine the most proportionate response to the child or young person’s needs. They will consider how the information fits with The Continuum of Children’s Needs.

- If the request is ragged ‘Red’ and there is either concern the child or young person is at risk of significant harm. MASH will refer immediately to the Children’s Social Care Assessment and Support Team and a Strategy Discussion will be held between a Multi-Agency of Practitioners from Children Social Work, Police, Health and Education to determine the most appropriate response.
- If the Decision Maker concludes that there are considerable or complex needs which require further social work exploration. A referral will be made to the Children’s Social Care for consideration of undertaking a Health and Development Wellbeing Assessment (see SPB Jersey Assessment Procedure). 8 Children and Young People Safeguarding Referral Procedure 2024.
- Where consideration will then be given to the need to call a Strategy Discussion/Meeting to determine the need for an Article 42 Enquiry, where consideration will also be given to the need to follow the Child Protection Medical Pathway and/or Child Sexual Abuse Medical Pathway. In either of these cases, a social worker must see the child or young person as soon as possible.

Within a minimum of 5 working days from the MASH Enquiry (or within 1 day if under 3 years); the child or young person’s needs and safety always remain paramount.

If an e-mail enquirer has not received an automated response immediately, they should contact the Children and Families Hub to ensure receipt. Receipt of requests for support from the public that are made by telephone will be confirmed by e-mail or telephone as appropriate.

Professional referrals are made using Children and Families Hub Practitioner Request Form which is accessed from the website: (consent is needed from parents and carers, unless to do so may place a child at risk).

If parents do not consent, but your view is that the child has suffered or in your professional opinion remains at risk of suffering significant harm, the referral must still be made in absence of ‘parental agreement’ and the parent made aware.

If the child already has an allocated Social Worker (SW), school should speak to the SW and make them aware of the concerns raised and record this.

Anyone working/volunteering with children can make a referral to the Children and Family Hub, if in an emergency staff are unable to locate or do not have time to inform DSL of a serious concern.

Children & Families Hub Website:

<https://www.gov.je/caring/childrenandfamilieshub/Pages/ChildrenAndFamiliesHubHomepage.aspx>

Contact

Children and Families Hub

- T [01534 519000](tel:01534519000)
- E childrenandfamilieshub@gov.je
- Monday to Thursday 8.30am to 5pm, Friday 8.30am to 4.30pm

If someone is in danger or a crime has also been committed call the Police on 999.

Out of hours call the Jersey General Hospital and ask for the Duty Social Worker

Tel: 01534 442000

Jersey Children's Social Care Tel: 01534 443930

Children and Young People Safeguarding Referral Procedure Document 2024

[ch-yp-safeguarding-referrals.pdf \(trixonline.co.uk\)](#)

What children and young People need to know and do to report safeguarding concerns (abuse neglect and exploitation)

At First Tower School we cultivate a culture of openness and transparency and want to make it clear to all our pupils/students that we are available at any time to listen to you and will always take your concerns seriously, however small you may consider them to be.

Our pledge is:

- we will ensure we provide you with the space away from public areas for you to talk
- we will listen without judgement and endeavour to respect your wishes and feelings
- we want you to feel safe and we will be honest about our duty to prioritise your wellbeing and longer term safety, this means, depending on the circumstances, we cannot offer you total confidentiality. We understand that this may create uncertainty, but we are confident that often when matters are dealt with as they emerge the longer-term prospects can be much improved for you and your family
- we will respect your place but if we consider that you have suffered significant harm or are at risk of harm we will need to share this information so that you and your family can be offered the right support. We will be clear on what information needs to be shared, with whom and how it might be used
- when the concerns suggest you may benefit from early help support this may include considering support to your parents and carers with matters that will improve your situation
- we will provide a named mentor for you so that you can have the confidence and trust to know that you have someone to go to at school if you are feeling vulnerable and experiencing difficulties
- your education and welfare is important to us and we want to reassure you that your experience at school remains positive and you feel safe.

What you can do to report concerns:

- you can speak to any member of staff of your choice. Those staff will listen and support you but we have a team of DSLs in our school who have a specific role to support children and therefore it is likely that the staff members will talk to them or arrange for you to.
- your teachers will tell you about the school Child Protection and Safeguarding Policies and the adults who are part of the DSL Safeguarding team. You will find posters around the school with their pictures and names.
- in your PSHE, Online Safety and wellbeing lessons you will learn about how to keep your self and others safe and what to do if you are worried about something.
- you can contact the NSPCC Helpline by calling 0800 800 5000 or email help@nspcc.org.uk and Kooth Jersey - www.kooth.com

If you are being abused, neglected or exploited you can call the following people:

If you are in immediate danger and/or think a crime has/is being committed, you can call the Police on **999**.

Children's Social Care (during the daytime) Tel: 01534 443930

Children and Families Hub

- T [01534 519000](tel:01534519000)
- E childrenandfamilieshub@gov.je
- Monday to Thursday 8.30am to 5pm, Friday 8.30am to 4.30pm

The Jersey General Hospital and ask for the Duty Social Worker Tel: 01534 442000

- Mind Jersey – In a mental health crisis, call 445290. Admin 07829 933 929/ <https://www.mindjersey.org/getting-help/>
- Youth Enquiry Service (YES) based at Eagle House -0800 7350 010/280530/<https://yes.je/>

Risk management and safety planning

RAMP - When there has been a report of sexual violence, or and harassment, the DSL (or a deputy) will make an immediate Risk and Needs Assessment for both the alleged victim and the perpetrator. The RAMP is to enable the DSL to use their critical thinking and consider what the needs of any child/ren are, analyse what are the risks and what measures can be put in place to protect children and keep them safe from further harm. Risk assessments will be recorded (paper or electronic) and kept under review.

The school risk assessment is not intended to replace the detailed assessments of other expert specialist assessments, but the DSL will seek and share information from other agencies where required to inform the school's understanding from a multi-agency perspective so that a holistic approach in supporting and protecting children can be strengthened.

We are aware that children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing, this can also impact on the family and can cause the

child adverse effect on their educational attainment and can be exacerbated if the alleged perpetrator(s) attends the same school or college. The RAMP will take this into account and plan accordingly on the gravity of a situation on treat incidents on a case-by-case situation.

Keeping Children Safe in Education, Part Five Sexual Violence and Sexual Harassment provide statutory duty for schools and colleges.

The RAMP is the responsibility of First Tower School and leadership and management team, and it is critical that parents and cares place confidence and trust in our school by working with us and supporting the plan.

Safety and Support Plan (S&SP) for all safeguarding issues and specific forms of abuse and harm

The S&SP framework provides DSLs in our school to:

1. Assess the needs and risk of children and young people when they have presented with vulnerabilities associated with themes set out part one and Annex B 'Keeping Children Safe in Education' this includes all forms of child-on-child abuse. (If CYP is presenting with high problematic and Harmful Sexual Behaviour use the RAMP framework).
2. Guidance and evidenced based resources to support DSLs critical thinking and analysis using a multi-agency approach to identify risk and strengths.
3. Template to manage risk by with a day today support plan therefore safeguard and promote the welfare of CYP, monitor and review their progress.

10. Online Safety and Filtering

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. First Tower School ensures that our DSL takes lead responsibility for online safety and understanding the filtering and monitoring systems and processes we have in place, alongside their safeguarding and child protection duties.

To address this, our school aims to:

- have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff and volunteers.
- protect and educate the whole school community to be safe and responsibly use technology, including mobile and smart technology
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in, and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2024:

Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, misinformation, disinformation, including fake news, and conspiracy theories., racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism

Contact – being subjected to harmful online interaction with other users, for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – online behaviour that increases the likelihood of, or causes harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. For example:

- the safe use of social media, the internet and technology
- keeping personal information private
- how to recognise unacceptable behaviour online
- ensuring children know not to meet up with a person they have met online without a safe adult
- how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.

We will also:

- train staff, as part of their induction, on how to keep themselves safe online as well as children, in line with the school's online safety policy This needs to include issues for example: cyber-bullying, the risks of online radicalisation, and the roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- educate parents/carers about online safety through letters and emails sent directly to them. We will also share clear procedures with them so they know how to raise concerns about online safety
- make sure staff are aware of any restrictions placed on them with regards to the use of their personal mobile phone and cameras,
 - *staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present*
 - *staff will not take pictures or recordings of pupils on their personal phones or cameras.*
- make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- make sure all staff, pupils and parents/carers are aware that appropriate staff designated by the Headteacher or Principal, have the power to search pupil's phones, as set out in the DfE's guidance on searching, screening and confiscation if there is a concern regarding a child's safety or a crime in which case the Police will be contacted
- put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website

11. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

First Tower School are required to comply with the procedures set out in Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings when there are concerns or allegations about staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106481/Managing-Allegations-Against-Staff-or-Volunteers-in-Nurseries-Schools-Colleges-and-Education-Settings.pdf

All staff based within our school will be considered to be in either a position of trust or working with children. <https://safeguarding.je/wp-content/uploads/2022/12/JDO-2022-Final-Operational.pdf>

A 'position of trust' is one in which a teacher or other member of staff/volunteer is in a position of power or influence over a child, by virtue of the work or nature of activity being undertaken. [The UK Sexual Offences Act 2003 \(ss.16-24\)](#) and/or UK [Crown Prosecution Service Website](#) sets out detailed definitions and a range of criminal offences associated with abuse of such a position.

A person aged 18 or over is said to be in a position of trust in relation to students at the school/college if they:

- look after children at the school/college. "Looking after" is defined as regularly involved in caring for, training, supervising or being in sole charge of such persons
- a professional who has power and authority in a child's life and may have a key influence on their future is regarded as being in a 'position of trust'
- such a person will have regular contact with the child and may be acting in loco parentis.

The procedures apply whenever there are suspicions or allegations that a person to be in either a position of trust or who works with children in a paid or unpaid capacity (including but not limited to permanent, temporary or agency staff member, contract worker, consultant, volunteer) has in any activity connected with their role:

On receipt of any information which raises a concern about any of our staff, the Headteacher, will consider whether the information suggests it is the following:

Allegation is a claim or assertion that someone has done something illegal or wrong, typically one made without proof. The threshold for an allegation that is considered by the JADO is wider than those in which there is reasonable cause to suspect a child is suffering, or likely to suffer, harm. The JADO threshold is, in respect of all people working or volunteering with children in a position of trust, where they have:

- behaved in a way that has harmed a child, or may have harmed a child

- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Any information or concern which meets the above threshold should be referred to the JADO service prior to the school taking any action.

Concern about the Quality of Care/Practice is an accusation, not of a child protection nature, that the care/practice provided to a child does not meet the standards expected and is about the level of value provided by any care/practice resource, as determined by some measurement. As with quality in other fields, it is an assessment of whether something is good enough and whether it is suitable for its purpose.

These types of concerns should be addressed internally using performance management processes.

Complaint is a statement that something is unsatisfactory or unacceptable. A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint therefore can be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

These issues must be addressed through internal complaints policy and procedures. <https://safeguarding.je/wp-content/uploads/2022/12/Raising-Concerns-complaints-Procedure.pdf>

The two levels of Concerns and Allegations are:

1. Concerns/Allegations that may MEET the harm threshold.	2. Concerns/Allegations that DO NOT meet the harm threshold.
<p>An allegation may relate to a person who works with children who has:</p> <ul style="list-style-type: none"> • behaved in a way that has harmed a child or may have harmed a child. (Harm threshold) • possibly committed a criminal offence against or related to a child; (criminal threshold) • behaved towards a child or children in a way that indicates they may pose a risk of harm to children, (suitability threshold) • behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk threshold). 	<p>Behaviours that are inconsistent with school's staff code of conduct and other associated policies, or is otherwise not considered serious enough to consider a referral to the JADO, therefore low level concerns LLC) e.g.</p> <ul style="list-style-type: none"> • being over friendly with children • having favourites • taking photographs of children on their mobile phone, contrary to school policy • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or • humiliating children.

When concerns/allegations meet the harm threshold First Tower School are required to comply with both Part Four of KCSiE and also Jersey Safeguarding Partnership Board Policies and Procedures. <https://safeguarding.je/wp-content/uploads/2022/12/JDO-2022-Final-Operational.pdf>

All staff and volunteers at First Tower School are required to immediately report any level of concerns about behaviour and/or conduct of adult working/volunteering with children towards a child to leadership and management. This includes reporting adults who are providing out of school activities/leasing First Tower School facilities.

In the event that an allegation is made against a member of staff or volunteer, the school/college will follow **CYPES Guidance for the Dealing with Allegations Against Staff and Volunteers**.

The nurse/school/college will appoint a responsible staff member (usually the Headteacher) who will be the school representative for the purpose of managing all allegations. The headteacher should contact CYPES, DSO, or in their absence, the Service Manager for Vulnerable Children, or the CYPES Head of Inclusion for all allegations raised.

A second member of school/college staff should be identified, who is usually the deputy headteacher, to act in their absence or if allegations are made against the headteacher.

In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to CYPES **Designated Safeguarding Officer Dani Perrier 07797954714 or emailing D.Perrier@gov.je**

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer The Jersey Designated Officer (JDO) by emailing JDO@health.gov.je or by phoning **01534 443566**.

Children's Services – 01534 443500

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the JDO without delay, within one working day.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with Jersey Safeguarding Partnership Board Procedures.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the JDO will provide the headteacher with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, **following briefing** from the JDO inform the subject of the allegation.

Concerns that DO NOT meet the harm threshold - Low-Level Concerns (LLC)

Schools must have a policy in place which outlines the relevant processes and procedures for dealing with concerns raised to them that do not meet the JADO threshold, these concerns are referred to as low-level concerns. The term low-level does not seek to minimise the seriousness of any concerns, the term low-level indicates that it is a concern that is lower than the JADO threshold, but they are still practice concerns that need to be considered with a safeguarding lens and require suitable action through internal procedures of the school. It is important these are

managed robustly as a repeated low-level concern or a pattern of concerns which may not meet the JADO threshold individually may together indicate a concern about the person's suitability and potential risk to children in the capacity of their role.

At First Tower School leadership manage LLC using our school's internal due process, if we consider a member of staff has breached our school's code of conduct, depending on the seriousness and impact on a child, we will also liaise with our human resource service:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level safeguarding concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping identify any weakness in the school's or college's safeguarding system.

Our low-level concerns policy is a reflection and extension of First Tower School wider relevant staff behaviour guidance and code of conduct.

Concerns may arise from a range of scenarios, e.g. suspicion; complaint or disclosure made by a child, parent or other adult within or outside of the organisation or as a result of vetting checks undertaken.

All staff should know that in line with our school's culture we encourage staff to have the confidence and trust to confide in leadership if they have concerns about adults working or volunteering with children.

We share information responsibly and understand this is on a need-to-know basis

We apply our protocols for recording and storing information confidentially.

We encourage an open and transparent culture, to identify concerning, problematic or inappropriate behaviour early so that we are able to minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and in accordance with the ethos and values of the institution.

The role of our school's case manager and the principles for managing LLC is the same as set out above reporting process parallel to what is set out within the section where concerns meet harm threshold, for example the principles and practice.

If we are uncertain of threshold criteria for either JADO referral or LLC we consult with school's HR and the JADO. At First Tower School we have clear codes of conduct and processes in place to deal with any concerns or allegations which do not meet the JADO threshold. Such concerns may arise from suspicion, complaint, safeguarding concerns, or allegation from another member of staff, disclosure made by a child, parent or another outside of the school or pre-employment vetting checks.

Low-level concerns should be shared confidentially in line with our staff code of conduct to

EYFS	Lower phase Years 1- 3	Upper phase Years 4 - 6
Kathryn Mahrer EYFS Lead	Louise Granger Phase leader	Nakita Changachanga Phase leader

After-school clubs, community activities and tuition: safeguarding guidance for providers

First Tower School have a legal duty of care to ensure we maintain a safe environment for children. If we receive an allegation or concern relating to an incident that has happened when an outside individual or organisation are using our school premises, we will ensure that we follow our school's safeguarding and child protection procedures, which includes reporting allegations to the JADO, Children's Social Care and Police if a crime has been committed.

First Tower School requires any organisation that hires the school premises to follow the guidance set out in [After-school clubs, community activities and tuition: safeguarding guidance for providers – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers) In particular we have embedded within our lease agreement with external organisations the standards and expectations for them to provide evidence and assurance of their [safeguarding and child protection procedures](#).

Other complaints

If any of our stakeholders are not satisfied with any aspects of how we implement and comply with safeguarding policies and procedures, the Government of Jersey Complaints Procedures can be found at: <https://www.gov.je/Government/Comments/pages/index.aspx>

Whistleblowing

At First Tower School we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the school's safeguarding practice and arrangements so they can be addressed appropriately.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding procedures and arrangements.

Examples where Whistleblowing may apply:

- pupil's or staff member's health and safety are being put in danger
- failure to comply with a legal obligation or statutory requirement
- attempts to cover up the above, or any other wrongdoing that is in the public/school interest
- do not delay! Your concerns should be taken seriously and investigated, and your confidentiality respected
- you should report your concern to the Headteacher/other member of staff on the SLT, and if concerns are about the Headteacher, report to the deputy Headteacher or JADO
- CYPES Whistleblowing Policy
<https://www.gov.je/working/workingforthestates/policiesandprocedures/peopleservices/pages/whistleblowingpolicy.aspx>
<https://safeguarding.je/wp-content/uploads/2022/12/Whistleblowing-Policy.pdf>
- Children's Services 01534 443500
- Children and Families Hub (MASH) 01534 519000

- Police 01534 612612

If, for any reason, there are difficulties with following the above procedure, you can whistle blow directly to the Police on 999, or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

12. Record Keeping

At First Tower School we will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will 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, including rationale and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/ access them.

Safeguarding records relating to an individual child will be passed to the next school.

Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded and the Home Office sent a letter to schools advising that files no longer needed to be kept indefinitely. However, the recommendations from the inquiry have stated:

Recommendation 17: Access to records The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

The school will follow the recommendation 17.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

13. Safeguarding Training and Development

To fulfil our aim of continuous improvement in order to safeguard our pupils, we ensure that learning and development starts at induction. All staff, undertake the minimum safeguarding training. We want reassurance for our children and families that all staff are aware of systems within our school, and have the skills and knowledge to follow our schools procedures.

Induction

- Child Protection Policy - which should amongst other things include the policy and procedures to deal with child-on-child abuse
- Behaviour Policy - which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff Behaviour Policy (sometimes called a code of conduct) - which should amongst other things include low-level concerns, allegations against staff and whistleblowing
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Copies of/ given links to Part One KCSiE (What school and college staff should know and do)

Safeguarding children training for all staff and senior leadership

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with the quality and standards expected from the Jersey Safeguarding Partnership
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring

- Have regard to the Teachers' Standards (and TA regulations) and code of conduct to support the expectation that all teachers and those that work with children in regulated activity can confidently:
 - Manage our pupils' behaviour effectively to ensure a positive and safe environment
 - Have a clear understanding of the needs of all pupils, especially pupils with protected characters and those that are on any type of plan to support their needs.

In addition, all staff will have training that raises awareness of children susceptible to extra familial harm such as radicalisation which our school adopts the government's anti-radicalisation strategy, and Prevent duty to enable us to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Our school's current safeguarding training schedule is as follows:

All staff, including DSL/ deputy(s) and whole school staff must attend safeguarding children training every 3 years

- Our school's DSL will also provide an annual update to all staff, which includes online safety
- Throughout a given academic year, our school's DSL provides for all staff relevant **updates** as changes occur to keep abreast of our whole school approach and thus supporting staff to fulfil their role as set out in Part One of KCSiE (for example, through **emails** and **staff meetings**).
- We value our school's **volunteer's** cohort; they play a very important part in our school to work alongside staff to support and protect our pupils. We anticipate that all volunteers share our whole school approach and are willing to receive appropriate training and support from our staff.

DSL and Deputy(s)

- The DSL and deputies will undertake child protection and safeguarding training at least every 2 years
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, attending central DSL briefings, or taking time to read and digest safeguarding developments)
- They will also undertake Prevent awareness
- It is desired that our DSL and deputies when capacity permits, undertakes multi-agency training, this provides opportunities to develop further their knowledge and skills to work with a wide range of safeguarding themes that our children and families can be affected by locally. The Jersey Safeguarding Partnership Board provides a local offer of such training on their website. <https://safeguarding.je/training/>

Headteachers, Principals and Proprietors

As Headteachers, Principals and Proprietors are ultimately responsible for safeguarding children from adults who work or volunteer with children and are either unsuitable or pose a risk to children, therefore it is highly recommended that **Managing Concerns and Allegations** training is undertaken in order to maintain an ongoing vigilance of safe practice and culture within the school.

Safe Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken **safer recruitment** training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

14. Quality Assurance, Improvement and Practice

The purpose of auditing is to quality assure safeguarding arrangements and identify where they need to improve professional development and strengthen practice, it can also evidence the settings strengths and practice. Effective safeguarding should be part of a schools/college management shared approach and should be embedded in the vision, ethos, and strategic direction so that a 'whole school approach' is achieved as this is what ultimately creates a safe and secure environment for children and young people to learn and develop and feel safe.

Auditing is essential for management and leaders to be able to reassure stakeholders about how schools/colleges are complying with the contractual requirements for safeguarding arrangements are met.

First Tower School endeavours at all times to provide an education and learning where children feel safe and are kept safe by all staff. One way we review and monitor our practice is through auditing: it is important that we are aware of the level of our school's compliance to key guidance such as KSCiE. We want to be open, transparent and reassure all our stakeholders, including regulators, what we are proud of and what we need to strengthen to meet our own ambitions for standards. It is therefore standard practice that we factor in on-going auditing schedule objectivity and scrutiny by our CYPES Senior Advisor and the CYPES Safeguarding Officer.

15. Additional Associated Safeguarding Policies and Procedures

- First Tower School Safeguarding Policy 2024
- KCSiE 2025 (Read Part 1 & Annex B)
- Keeping Children Safe in Education Guidance for Nurseries, Schools, Colleges and Education Services in Jersey September 2025
- Children and Young People (Jersey) Law 2022
- Mobile Phone Policy 2025
- Social Media Policy 2025
- Code of Conduct 2024
- The Government of Jersey Whistleblowing Policy 2019
- Education of Children Looked After Policy January 2020
- The Children's Jersey Law (2002) Revised January 2019
- Jersey Safeguarding Partnership Board Child Procedures Manual (web version)
- Memorandum of Understanding 2019/2020
- Jersey Safeguarding Partnership Board Memorandum of understanding 2019/20
- The Continuum of Children's Needs March 2024
- Information Sharing Protocol between Safeguarding Partnership Board members and their organisations July 2019
- Resolving Professional Differences/Escalation Policy 2020

- Managing Allegations Framework for Children October 2022
- Managing Allegations Against Staff or Volunteers in Nurseries, Schools, Colleges and Education Settings 2023
- Raising Concerns: a guide to making complaints, contributing comments or complimenting the Safeguarding Partnership Board 2014
- Sexual Offences (Jersey) Law 2018
- Domestic Abuse (Jersey) Law 2022
- Domestic Abuse Strategy 2022 – 2024
- Multi-Agency Child Sexual Abuse and Exploitation Strategy July 2022 (*Amendment made to the strategy in November 2023*)
- Safeguarding Partnership Board Multi-Agency Child Neglect Strategy January 2022

Appendix 1: Declaration for whole school staff

Declaration for whole school staff to verify they have read and understood the school's Child Protection Policy and other key guidance

School/College name: *First Tower School*

Academic Year: September 2025/2026

Return declaration to: Clare Fitton by: Date 05/09/2025

Please agree a time and date with your school's DSL/DDSL, to read the following Child Protection Policy and associated parts of statutory guidance Keeping Children Safe in Education DfE 2025. Please thereafter verify that you understand your role and responsibilities in relation to these.

Statutory Guidance and School's Child Protection Policy	Date and Verification When Completed
1. The school's Child Protection Policy (arrangements for safeguarding and promoting the welfare of children in your school)	Click or tap to enter a date.
2. Part One of KCSiE 2025 (or Annex A is a condensed version of Part One and for non-teaching staff) Safeguarding information for all staff, what you should know and do to safeguard children	Click or tap to enter a date.
3. Annex B (Specific Safeguarding issues) KCSiE 2025	Click or tap to enter a date.
4. Having read the above guidance, I understand my role and responsibilities to comply with these	I agree or I do not agree and require further support from DSL
5. Jersey KCSiE 2025	Click or tap to enter a date.
6. I am aware of who my school's DSL and Deputy(s) for safeguarding are	<i>Clare Fitton, Shona Mulhern, Shelley du Feu, Lyn Linton</i>
7. If I need support or I am worried about the wellbeing and safety of a child(ren) or suspect they are being harmed, I know how to report this and/or discuss any concerns with the DSL/DDSL team in my school	I agree or I do not agree and require further support from DSL
8. I know that further guidance, together with copies of the policies mentioned above, are available at:	

Declaration: I have read my school's Child Protection Policy and the associated guidance as above and agree that I understand my role and responsibilities in relation to safeguarding children and promoting their welfare at First Tower School.

Signedand returned to DSL on Click or tap to enter a date.

Appendix 2: Safeguarding Children Training and Development

Safeguarding Children Induction	
<i>All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. Part one, KCSiE</i>	
<p>Training type: Safeguarding Children Induction Professional standard: Essential awareness Status of training: Statutory requirement</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Within the first week of commencing in post • One hour PowerPoint presentation and provision of schools associated policies and CP procedures • Face to face in school or virtual. <p>Targeted delegates: All staff including deputy DSLs, supply teachers, volunteers, and contractors.</p> <p>Training provider and delivered by: Child Protection School Liaison Service produce materials for DSL to deliver.</p>	<p>Aims: To ensure that all staff/volunteers are made aware of systems within their school or college which support safeguarding children.</p> <p>Learning Objectives: To ensure that all staff know:</p> <ul style="list-style-type: none"> • Child protection policy: The process for responding to all forms of harm but in particular child-on-child abuse, directly and online • Behaviour policy: how to prevent prejudice-based discriminatory bullying • Code of conduct: reporting low-level concerns, allegations against staff and whistleblowing • Safeguarding children absent from education: Looking out for patterns of repeat occasions and prolonged periods • Role of the Designated Safeguarding Lead (DSL): Who are they and how to share information about concerns. • Part one KCSiE: Copies of this will be issued at induction with expectation that staff read and sign to say they understand their role in accordance with this guidance.
Safeguarding Children Training	
<i>All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring). The training should be regularly. Part one KCSiE</i>	
<p>Type of training: Safeguarding Children Training Professional standard: Informed training Status of training: Statutory</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Within the first term of commencement in post and thereafter undertaken every 3 years. • Two-hour PowerPoint presentation. • Face to face in school or virtual online. <p>Targeted delegates: All staff including supply teachers, volunteers, contractors, and FSW, SENCO, pastoral staff, DSL/DDSL, DT for CLA, MH lead – Staff who are likely to come into contact with CYP and their families who are experiencing any level of need and have a duty to recognise CYP who would benefit from support under the following thresholds: Universal (personalised support), Additional (targeted), Intensive (multi agency/family support framework) and Specialist (high level intervention/statutory support)</p> <p>Training provider and delivered by: CPSLO Service.</p>	<p>Aim: To ensure that all staff and volunteers have regard for Part one of KCSiE, when carrying out their role to safeguard and promote the welfare of children.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. What school and college staff should know and do 2. What school and college staff need to know 3. What school and college staff should look out for 4. What school and college staff should do if they have concerns about a child 5. What school and college staff should do if they have a safeguarding concern or an allegation about another staff member 6. What school or college staff should do if they have concerns about safeguarding practices within the school or college.
Safeguarding Children Training - Annual Update (whole school staff)	
<i>All staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. Part one, KCSiE</i>	
<p>Type of training: Safeguarding Children Training - Annual Update. Professional standard: Informed Training Status of training: Statutory requirement.</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Annually, (in addition to 3 yearly SCT) • Up to 90 minutes, PowerPoint presentation and provision of schools associated policies and CP procedures • Face to face in school or virtual. 	<p>Aim: To provide an opportunity for all staff and volunteers to receive local and national updates to provide them with relevant skills and knowledge to continue to safeguard children and promote their welfare effectively. To provide an appraisal to staff outlining the school's/college's continuous improvement and ratify the importance that the whole school approach lends to this.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. KCSiE updates and other relevant statutory and local guidance 2. Staff roles and responsibilities to keep children safe: <ul style="list-style-type: none"> • be aware of their local early help process

<p>Targeted delegates: All staff including supply teachers, volunteers, contractors, and FSW, SENCO, pastoral staff, DSL/DDSL, DT for CLA, MH lead – Staff who are likely to come into contact with CYP and their families who are experiencing any level of need and have a duty to recognise CYP who would benefit from support under the following thresholds: Universal (personalised support), Additional (targeted), Intensive (multi agency/family support framework) and Specialist (high level intervention/statutory support)</p> <p>Training provider and delivered by: CPSLO Service produce the training package for DSL to deliver to staff.</p>	<ul style="list-style-type: none"> • aware of how to make referrals to Children’s Social Care for statutory assessments under the Children Act 1989 • what to do if a child tells them they are being abused, exploited, or neglected • maintain an appropriate level of confidentiality • be able to reassure victims that they are being taken seriously and that they will be supported and kept safe • staff to build trusted relationships which facilitate communication with children, young people, and their families • safeguarding school culture (Safe working Practice).
Designated Safeguarding Lead (including deputies) Training (2 Days)	
<p><i>The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Responsibilities include providing advice and support to staff on child welfare, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.</i></p> <p><i>The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.</i></p> <p style="text-align: center;"><i>Annex C: Role of the Designated Safeguarding Lead (and deputies)</i></p>	
<p>Type of training: Designated Safeguarding Lead (including deputies) Training</p> <p>Professional standard: Skilled, specialist and Strategic Specialist Leadership</p> <p>Status of training: Statutory</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • This training is modular based and covers the specifications of DSL job description • To undertake training prior to commencing the DSL/DDSL role, this to be updated at 2 yearly intervals • The course is over 2 working days • Delivered by PowerPoint face to face at Hertfordshire Development Centre (Robertson House). <p>Targeted delegates: Senior leaders in the role of Designated Lead for safeguarding and deputies.</p> <p>Training provider and delivered by: CPSLO Service.</p>	<p>Aim To ensure that DSL (and deputies) have regard for Annex C, Keeping Children Safe in Education when carrying out their role to safeguard and promote the welfare of children.</p> <p>Learning objectives: To ensure that DSL/DDSL understands their duties in accordance with their job specification in relation to:</p> <ol style="list-style-type: none"> 1. Availability 2. Manage referrals 3. Working with others 4. Information sharing and managing the child protection file 5. Raising awareness 6. Training, knowledge, and skills 7. Providing support to staff 8. Understanding the views of children 9. Holding and sharing information.
Designated Safeguarding Lead (and deputies) - Refresher Training	
<ul style="list-style-type: none"> • <i>The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.</i> <p style="text-align: center;"><i>Annex C: Role of the Designated Safeguarding Lead (and deputies)</i></p>	
<p>Type of training: Designated Safeguarding Lead (and deputies) Refresher Training</p> <p>Professional standard: Skilled, specialist and Strategic Specialist Leadership</p> <p>Status of training: Statutory requirement</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Refresh DSL/DDSL training at 2 yearly intervals (Following DSL 2-day course). • Half day course either AM or PM • Delivered by PowerPoint virtually. <p>Targeted delegates: Senior leaders in the role of Designated Lead for safeguarding and deputies DSLs.</p> <p>Training provider and delivered by: CPSLO Service.</p>	<p>Aim: To ensure that all DSL/DDSLs have regard for <i>Keeping Children Safe in Education</i> and update their skills and knowledge every two years to understand any changes to national and local guidance's that are required to enable DSLs to carry out their duties to safeguard and promote the welfare of children.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Leadership and Management of Safeguarding • National and local guidance updates • The role and responsibilities of the DSL and (deputies) • Assessing children and young people’s needs and providing support/early help • Pupil Voice • Information sharing and record keeping • Promote supportive engagement with parents and/or carers/courageous conversations. • Statutory support- Significant Harm Threshold criteria • Safeguarding issues and Specific forms of abuse (Annex B) updates • Working with others (inc. partner agencies) • Safeguarding concerns or allegations against staff • Safeguarding practice review • Inspection of safeguarding

	<ul style="list-style-type: none"> Appraisal and impact of education sector on the well-being of children and young people in Herts Supporting continuous professional development.
Managing Safeguarding concerns or allegations made about staff	
<p>353. <i>Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e., members of staff, including supply teachers, volunteers, and contractors.</i></p> <p>355. <i>These procedures should be consistent with local safeguarding procedures and practice guidance (Hertfordshire Safeguarding Children Partnership procedures 5.1.5.) Part four KCSiE 2024</i></p>	
<p>Type of training: Managing Safeguarding concerns or allegations made about staff Professional standard: Skilled and specialist Status of training: Recommended best practice</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> Every Four years, Half day PowerPoint presentation Face to face training held at Hertfordshire Development Centre (Robertson House) or virtually via Microsoft teams. <p>Targeted delegates: Senior Managers/Leadership teams Inc. Governance Training provider and delivered by: CPSLO Service / Local Authority Designated Officer LADO</p>	<p>Aim: To ensure that leadership and management understand the procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges as set out in <i>Part four KCSiE and Hertfordshire Safeguarding Children Partnership procedures 5.1.5.</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Legislation, Statutory and local guidance The scale of abuse Profile of offending behaviours Procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools (<i>Part four KCSiE and Hertfordshire Safeguarding Children Partnership procedures 5.1.5.</i>) Whole school approach to a safer working culture.
Safer Working Practice Training	
<p>71 <i>What school and college staff should do if they have a safeguarding concern or an allegation about another staff member. Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).</i></p> <p>74 <i>What school or college staff should do if they have concerns about safeguarding practices within the school or college. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.</i> KCSiE</p>	
<p>Type of training: Safer Working Practice Training Professional standard: Informed training Status of training: Recommended best practice.</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> At the discretion of leadership and management. Two-hour PowerPoint presentation. Face to face in-house or Virtual online. <p>Targeted delegates: All staff including the senior leadership [team, supply teachers, volunteers, contractors, and senior leadership team. Training provider and delivered by: CPSLO Service</p>	<p>Aims: To safeguard children and young people (CYP) from potential harm that an individual, group, or poor culture of safeguarding practice could cause. To thereby raise awareness of what safe practice is when working with CYP and know what to do if there are concerns.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Safe and unsafe practices that could harm or pose a risk of harm to children Processes and procedures should be in place to manage any safeguarding concern or allegation Low-level concerns that do not meet the harm threshold Allegation that would meet harm threshold for referral to Local Authority Designated Officer (LADO) Reporting concerns to LADO How to raise concerns about safeguarding practices within the school or college Ongoing vigilance of a safe school culture.
Safeguarding Children Training for Governing Bodies & Trustees Boards	
<p>79. <i>Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.</i></p> <p style="text-align: center;"><i>Training should be updated regularly. Part two KCSiE</i></p>	
<p>Type of training: Safeguarding Children Training for Governing Bodies & Trustees Boards Professional standard: Informed</p> <p>Status of training: Best practice</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> Every 3 years Twilight 2-hour training PowerPoint presentation. Virtual via MicroSoft teams. 	<p>Aims: To ensure Governing bodies, trustee boards and proprietors understand their leadership role and responsibilities in accordance with Part two KCSiE</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Legislation and the law Safeguarding policies and procedures Strategic role to ensure schools safeguarding policies and procedures are effective Holding school to account for effective delivery of a whole school approach to safeguarding.

<p>Targeted delegates: All Governors and trustees, including chair of governors, vice chair and link governor for safeguarding.</p> <p>Training provider and delivered by: Herts for Learning Education (delivered by CPSLO Service)</p>	
Safer Recruitment Training	
<p>213. <i>Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of Part three KCSiE</i></p>	
<p>Type of training: Safer Recruitment Training</p> <p>Professional standard: Skilled</p> <p>Status of training: Mandatory to have at least one person on recruitment panel trained</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Every 4 years • Whole day or 2-hour twilight • Face to face inhouse or Virtual online. <p>Targeted delegates: Any staff or governor from leadership and management.</p> <p>Training provider and delivered by: Herts for Learning Education (endorsed by the Safer Recruitment Consortium)</p>	<p>Aims: To ensure leadership and management adopt a whole school approach to create a culture that safeguards and promotes the welfare of children in their school or college and as part of this adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Raise an awareness and understanding of offender behaviour • Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people • Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting • Explore the elements that contribute to an ongoing culture of vigilance • Help participants begin to review their own and their organisation's policies and practices with a view to making them safer
Prevent in Education Training	
<p><i>The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. KCSiE page 157 Annex B</i></p>	
<p>Type of training: Prevent in Education Training</p> <p>Professional standard: Informed, Skilled and Specialist training</p> <p>Status of training: Mandatory</p> <p>Frequency, duration, and delivery method:</p> <ul style="list-style-type: none"> • Every 3 years • Half day course PowerPoint presentation. • Virtual via Microsoft teams. <p>Targeted delegates: All staff including the senior leadership [team, supply teachers, volunteers, contractors, and senior leadership team.</p> <p>Training provider and delivered by: Sophie Lawrence, Prevent Programme Manager, Community Protection HCC co trainer CPSLO service</p>	<p>Aims: To train DSLs on their school's Prevent duty in order that they can update their skills and knowledge and train their school's whole school staff to safeguard and promote the welfare of children against radicalisation.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Counter Terrorism Strategy • Definitions and Terminology • The Prevent Duty for your setting and Ofsted Inspection Framework • Vulnerabilities and Characteristics that increase risk of radicalisation • Spotting the Signs • Things to look out for • Notice, Check, Share • Channel Programme • Case Studies <p>Fundamental British Values</p>