

Les Landes School Safeguarding Policy

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Everyone who works with children should do what is best for each child.

Article 9: Your right to be with your parents if this is what's best for you

Article 12: Your right to say what you think should happen and be listened to

Article 19: You should not be harmed and should be looked after and kept safe.

Article 33: You should be protected from dangerous drugs

Article 34: The government should protect children from sexual abuse

Article 35: You have a right not to be sold

Article 36: You should be protected from doing things that could harm you.

Article 39: Children should get special help if they have been abused

Core Principles & Scope

Safeguarding is a fundamental priority at Les Landes School. This policy is rooted in the UN Convention on the Rights of the Child (UNCRC), specifically Articles 3, 19, and 36, which focus on the safety, protection, and best interests of the child. It applies to all adults working in or with the school, including staff, volunteers, contractors, and visitors. The school is committed to fostering an inclusive, respectful environment free from discrimination, where every child feels valued and protected.

This Policy exists alongside the school's other policies. [Les Landes School - Policies](#) As a school we closely follow the guidance and policy of the Education Department (CYPES), namely the Child Protection Policy [Children, Young People, Education and Skills Policies \(gov.je\)](#), Keeping Children Safe in Education Jersey ([KCSIE, 2024](#)) and the wider legislative framework, including advice and recommendations from the Safeguarding Partnership Board.

Leadership & Responsibilities

Designated Safeguarding and Child Protection Leads: Acting Headteacher - Mrs. Lisa Harber Deputy Headteacher - Mrs Laura Webster Additional trained DSLs: Mrs Sam Wiseman and Mrs Emma Le Monnier	
Digital Safeguarding: Mrs Harber	Health and Safety: Mrs Harber
Early Help (Universal): Mrs Emma Le Monnier	MHFA: Mrs Emma Le Monnier (from Nov 2026)
Records Management: Mrs. Sam Wiseman	First Aid: Mrs. Angela Betts
Education Department Designated Safeguarding Officer (DSO): Dani Perrier- 449477 or d.perrier@gov.je	

These individuals are responsible for overseeing safeguarding practices, supporting staff, maintaining accurate records, and liaising with external agencies. The Headteacher ensures that all policies are effectively implemented, resources are allocated, and safeguarding training is maintained.

Safeguarding Infrastructure

The safeguarding policy is reviewed annually and made available on the school website, staffroom and in the reception area. The Single Central Record (SCR) is maintained and includes details of all staff and relevant checks. The school follows Jersey's CYPES and Safeguarding Partnership Board guidance. All staff complete safeguarding induction and receive refresher training every three years to stay informed about current practices and legal obligations.

Safer Recruitment & Checks

All recruitment follows the safer recruitment guidelines, ensuring all new staff undergo enhanced DBS checks, identity verification, right-to-work checks, and thorough interviews. References are checked and employment history reviewed. Volunteers and contractors are vetted, and appropriate risk assessments are carried out. Contractors and visitors sign in and are provided with safeguarding guidance while on-site.

New staff are inducted into safeguarding practices when they begin their employment. Newly appointed staff are assigned a line manager for their induction period. It is the responsibility of the line manager to familiarise new staff with procedures and policy which affect the welfare, health and safety of all at school. Regular conversations both formal and informal will take place.

Support & Communication

The DSL team supports staff in understanding when and how to escalate safeguarding concerns. Clear guidance is provided to ensure all staff feel confident in making referrals or disclosures. The school fosters an open culture where safeguarding concerns are addressed promptly. Whistleblowing is encouraged, and staff are assured that their concerns will be taken seriously and managed appropriately.

Safeguarding Curriculum & Pupil Awareness

The school integrates safeguarding through PSHE, Core Values, online safety, Expect Respect and relationships education. Pupils are taught how to stay safe, seek help, and understand their rights. They are encouraged to speak to trusted adults and understand that confidentiality may need to be broken in order to protect them. Regular assemblies, classroom discussions, and themed weeks reinforce key messages.

EVAWG

In line with the Government of Jersey Violence Against Women and Girls Taskforce recommendations, the school commits to a whole-school, zero-tolerance approach to all forms of gender-based violence, abuse and harassment, promoting gender equality, respectful relationships, early intervention, safe reporting, and robust safeguarding to prevent and eradicate violence against women and girls.

E-Safety & Digital Safeguarding

Digital safeguarding is a key component of the curriculum. Pupils and parents sign Acceptable Use Policies. Staff do not use personal devices during teaching hours, and all internet usage is monitored with LightSpeed filtering. The school addresses cyberbullying, grooming, sexting, and exposure to harmful content. Any incidents are managed through appropriate safeguarding or anti-bullying channels, ensuring a proactive and preventative approach.

Other Safeguarding Elements

- **Behaviour & Bullying:** The school promotes positive behaviour and a zero-tolerance approach to bullying. Repeated or severe bullying incidents may be addressed as safeguarding issues.
- **Attendance:** Attendance is closely monitored. Unexplained or persistent absence triggers investigation and possible referral to the Education Welfare Officer (EWO).
- **First Aid & Health:** Designated first aiders are always present on-site. Injuries are logged, and parents are informed, particularly in the case of head injuries.
- **Trips & Transport:** All off-site activities are risk-assessed, and children are supervised. Parental consent is obtained for walking, cycling, or traveling by bus.
- **Security Management:** Access to the school is controlled via locked gates, buzzer entry, and sign-in protocols. All visitors wear identification.
- **Photography & Consent:** Photos or videos of children are only taken with prior consent and are used following the school's media policy.
- **Confidentiality & Data Protection:** Staff follow Jersey Data Protection Law. Information is only shared on a need-to-know basis, with safeguarding concerns taking precedence.

Child Protection

Recognising & Responding to Harm

Staff are trained to identify signs of abuse and neglect, including physical, emotional, sexual abuse, and domestic violence. Any concerns are recorded factually on My Concern. Reports are escalated to the DSL who will decide whether to refer to the Children and Families Hub or police. Parents are informed unless this places the child at

greater risk. Records are securely stored and accessible only to the DSL team. See *Appendix 1*

Recognising abuse

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

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

Four categories of abuse:

	Possible Signs and Symptoms of this abuse
Physical Abuse An adult deliberately hurting a child, and causing injuries such as bruises, broken bones, burns or cuts. It is not accidental and may include being hit, shaken, thrown, poisoned, burned, drowned or suffocated. Physical harm may also be caused when parent/carer fabricates symptoms of, or deliberately induces, illness in a child.	Unexplained injuries, bites, bruises or burns, particularly if they are recurrent - Improbable excuses given to explain injuries - Refusal to discuss the causes of injuries - Untreated injuries - Disclosure of punishment which appears excessive - Withdrawal from physical contact/aggressive behaviour - Arms and legs kept covered in hot weather (excluding for reasons of cultural dress - Fear of returning home - Fear of medical help - Self-destructive tendency - Running away
Emotional Abuse The ongoing maltreatment of a child, sometimes called psychological abuse, which can seriously damage a child's emotional health and development. This may include frightening, intimidating, humiliating or ignoring a child. It may involve conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving child opportunities to express views, deliberately silencing them or making fun of what they say. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.	Physical, mental, emotional or developmental lag - Domestic violence - Disclosure of punishment which appears excessive - Over-reaction to making mistakes or fear of punishment - Continual self-deprecation - Sudden speech disorders - Fear of new situations - Inappropriate responses to painful situations - Neurotic behaviours - Self-harm - Fear of parents being contacted - Extremes of passivity or aggression - Drug or solvent abuse - Running away - Compulsive stealing, scavenging
Sexual Abuse	Sudden changes in behaviour - Displays of

Where a child is forced or persuaded to take part in sexual activity. This may involve physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching. This may also include non-contact activities such as involving children in looking, or production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.	affection which are inappropriate - Alleged promiscuity or sexualised behaviour - Fear of undressing - Regression to younger behaviour - Inappropriate internet use and possible 'grooming' concerns - Genital itching or other genital/anal pain/injury - Distrust of familiar adult - Unexplained gifts of money, mobile phones etc. - Depression and withdrawal - Apparent secrecy about social activities or the identity of "special friends" - Wetting or soiling, day and night - Sleep disturbances or nightmares - Chronic illness, especially throat infections and sexually transmitted disease
Neglect Persistent failure to meet a child's basic physical and/or psychological needs; children left hungry or dirty, inadequately dressed or sheltered, without supervision, proper health care or the love, care and attention they need from their parents. Neglect may occur during pregnancy as a result of maternal substance abuse.	Constant hunger - Poor personal hygiene - Constant tiredness - Poor state of clothing - Frequent lateness or non-attendance at setting - Untreated medical problems or unmet special needs - Low self-esteem - Neurotic behaviour - Poor social relationships - Deterioration in setting performance - Running away - Compulsive stealing or scavenging

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. Staff provide additional support and are trained to be vigilant to signs of exploitation, radicalisation, forced marriage, or female genital mutilation (FGM).

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

- disabled or have special educational needs
- young carers

- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language

This list provides examples of additionally vulnerable groups and is not exhaustive.

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be victims or perpetrators. Exposing children to domestic abuse is a crime against children and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

The Domestic Abuse (Jersey) Law now includes coercive control as a crime.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The school includes the risks

of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Designated Safeguarding Lead.

Children who harm others:

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Multi-Agency Collaboration

Les Landes School collaborates actively with external safeguarding partners, including the Children and Families Hub, the Safeguarding Partnership Board, police, and social care. Through early intervention and regular inter-agency communication, the school ensures a robust safeguarding network. The school also adheres to the Domestic Abuse Notification Protocol, ensuring timely responses to at-risk pupils.

Escalation of Concerns

Professional differences of opinion can occur, especially when multiple agencies are working collaboratively. Better outcomes for children are at the heart of everything we do, and therefore if a difference of opinion is preventing this, it is our responsibility to escalate our concerns, following the steps indicated in the Resolving Professional Differences/Escalation policy (Jersey Safeguarding Partnership Board).

Monitoring and Review

Author	Vicki Charlesworth - updated Lisa Harber
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Taking Action to ensure children are safe at school and at home:

Safeguarding information for all staff.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind.

Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child / young person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed.

In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred.

It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the SIMS log to record these early concerns. Chronologies for Child Protection are held on My Concern, accessed and updated by DSLs.

If the pupil does begin to reveal that they are being harmed, staff should follow the advice below.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

Responding to Disclosure/Concerns

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak.

Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles for All Staff:

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next. Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said
- Accurately record the date, time, your name and details of the concern.
- Be objective and factual with a verbatim reporting of what the child has said / done;
- Do not make assumptions;
- Opinions are fine but record the information on which you base this opinion;
- State the source of the information; hearsay is fine if you record it as hearsay;
- State whether you shared the information with the parent.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Use TED questions (Tell me about...Explain what you mean by...Describe what I would have seen if I was there). Prompts are on staff lanyards.
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding officer
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate
Action by the Designated Safeguarding Officer (or the Deputy Designated Safeguarding Officer in their absence)

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999 or 612612, or call Children and Families Hub directly, 519000.
- report your concern immediately to the DSL, definitely by the end of the day and add to CMIS

- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

Following any information raising concern, the designated safeguarding lead will:

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child
- Consult with a member of the C and F Hub Team if they are uncertain whether or not a referral is required
- Inform parents that a referral is being made to the hub. The only exception to this is when we believe that discussing the referral with parents would place the child at further risk. This is a matter for the hub to decide.
- Make an immediate enquiry verbally or on an enquiry form online to the hub Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Review Action when a child has suffered or is likely to suffer harm and consider Early Help.
- If you decide not to make a referral at this stage, retain the information in written notes on the child's school file (in Headteacher's office)
- Consider if it would be appropriate to undertake an Early Help Assessment and/or make a referral for other services.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.

Making an Enquiry

Direct to Children and Families Hub, the request for advice form is here:

<https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHome.aspx>

Tel: 519000

Following the request being submitted, the designated safeguarding lead or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker
- Contribute to the Strategy Discussion and Strategy Meeting
- Provide a report for, attend and contribute to any Initial Child Protection Conference
- Share the content of this report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care or the Education Welfare Officer.

The designated safeguarding lead or other appropriate member of staff will:

- Contact the Education Department's Designated Safeguarding Officer if they consider that the social care response has not led to the child being adequately safeguarded and follow this up in writing.
- Contact the Education Department's Designated Safeguarding Officer if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- We will provide a secure, caring, supportive and protective relationship for the child
- We recognise that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents.
- The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Whistleblowing (see Les Landes School Whistleblowing Policy 2024)

[Les Landes School - Policies](#)

This guidance is written for staff working with children and young people in education settings including maintained schools. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk.

Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare. Don't think what if I'm wrong - think what if I'm right?

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Education Department's Safeguarding Officer
- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.