

# HELVETIA HOUSE SCHOOL SAFEGUARDING POLICY

UNCRC Article 2: You have the right not to be discriminated against.

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

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

UNCRC Article 29: Your education should help you use and develop your talents and abilities.

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

This policy applies to all adults, including volunteers, working in or on behalf of the school. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Helvetia House School is committed to safeguarding and promoting the welfare of all its pupils.

## Policy Principles:

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the schools' commitment about child protection to pupils, parents and other partners

## We recognise that:

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safe our recruitment practices are

## Named personnel with designated responsibility for Safeguarding

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
2025-26	Mrs L. Woodward	Mrs A. Cooper

## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### **Safer Recruitment and Selection (Further information can be found in our Safer recruitment policy)**

The school pays full regard to the Education Department Policies and guidance on Safer Recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and on occasion staff employed by contractors. Unless it is an emergency, all works are carried out in the holidays or out of school hours to minimise disruption in school.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check for those engaged in Regulated Activity
- be interviewed, if shortlisted.

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK.

All new members of staff will undergo an induction with the Headteacher that includes familiarisation with the school's safeguarding policies.

### Regulated Activity

Schools are 'specified places' which means that the staff and volunteers will be engaged in regulated activity.

### Volunteers and Work Experience Candidates

Volunteers, including work experience candidates will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the Education Department's risk assessment process and statutory guidance.

### Contractors

The school checks the identity of all contractors working on site during the holidays.

**Further information can be found in our Health and Safety Policy.**

## **Safe Practice**

Our school will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

## **Vulnerable Groups**

The school recognises the increased vulnerability of certain pupils, including those with special educational needs, disabilities, English as an additional language, those from minority ethnic or religious groups, and those exposed to domestic abuse or neglect. Staff provide additional support and are trained to be vigilant to signs of exploitation, radicalisation, forced marriage, or female genital mutilation (FGM).

**Further details can be found in our Preventing Radicalisation Policy.**

## **Equality**

We want our children to experience equality and recognise diversity, be knowledgeable and respect difference.

Helvetia House School School is committed to the principle of equal opportunity laid out in the Discrimination (Jersey) Law 2013 and the Equality Act (2010) for all stakeholders including pupils, parents and staff irrespective of age, disability, gender, gender identity, race and nationality, religion or belief, pregnancy, marriage or sexual orientation. We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. We believe in supporting the development of personal and cultural identities of all pupils, and preparing our children for full participation in society.

Discrimination on any basis is not acceptable at our school. We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

**Further details can be found in our Inclusion and Preventing Radicalisation Policies.**

### **Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with MASH/Children's Services and/or the Police without parental knowledge (in accordance with the CYPES Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

### **Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Safeguarding Partnership Board and Education Department. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **Multi-Agency Collaboration**

Helvetia House 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.

### **School Training and Staff Induction**

The schools' designated safeguarding lead will undertake child protection training when necessary. All staff are provided with the school's safeguarding policy and informed of the school's safeguarding arrangements on induction and must sign to say they have read and understood the policy.

### **Support, Advice and Guidance for Staff**

Staff will be supported by the DSL or Deputy DSL.

For a MASH enquiry, contact the team on 449213, if the call needs to be made out of hours, contact the duty social worker via Police Headquarters, 612612.

**Further details can be found in our Child Protection Policy.**

### **Child Protection/Self Harm/Drugs**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

**Further details can be found in our Child Protection Policy.**

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Counter Bullying Policy and procedures. All pupils and parents are made aware of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the SLT members involved will consider implementing child protection procedures.

**Further details can be found in our Counter Bullying, Inclusion and Child Protection Policies.**

## **E-Safety/Digital Safeguarding**

Digital safeguarding is a key component of the curriculum. Staff do not use personal devices during teaching hours, and all internet usage is monitored with Cloud Flare 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.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. Despite the published age restrictions, our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Cyberbullying and sexting by pupils out of school will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures if it is reported to us. Serious incidents may be managed in line with our child protection procedures.

Many pupils own or have access to 'screens' and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. We have attended courses on 'Be the First Filter' promoted by NSPCC to advise parents on the importance of this.

Pupils are not permitted to use personal mobile devices during the school day. Any child found using a mobile phone in school will have it removed by the member of staff until the end of the day and parents will be informed.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

All computers and iPads used at school by the girls have a content filter to protect them. This is called Cloud Flare on our router and the school pays an annual subscription to keep this in place for any internet devices.

## **Photography and Images**

We take regular photos of the children at school. We may use these images within classrooms, in corridors and in other printed publications, as well as our website. We may also make video recordings of school events

such as residential trips, Church services, assemblies, Sports Day, Public Speaking events, School productions and other events during the year.

Parents are asked to keep any photographs they take of their children in school to personal use only. Parents are reminded at each event that photographs of school children should not be uploaded to social networking sites, such as Facebook.

From time to time, our school may be visited by the media who will take photographs or video /film footage. Pupils will often appear in these images, which may be used in the J.E.P or on televised news programmes.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents are asked to sign a consent form upon entry to school stating whether they are happy for such photographs and videos to include their son or daughter. Teachers are informed of pupils who do not have parental consent.
- It is the parent/guardians responsibility to advise the school of any change in circumstance.
- If outside agencies or companies are used to photograph or film pupils, a data processing agreement between the school and the individual is signed.
- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them

**Further details can be found in our Terms and Conditions.**

## **Attendance**

- Excellent attendance is expected of all children. If a child is absent without notification school has a policy of phoning home during registration time to ascertain each child's whereabouts. Where children on roll at a school do not turn up, and this school has made the usual enquiries they should refer the case to the EWO.
- The school works closely with the EWO whenever a child's attendance and punctuality causes concern. Positive measures are put in place to encourage children to attend regularly and punctually.

## **Children Missing Education (CME) and Children Missing from Education (CMfE)**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The school will monitor unauthorised absence and take appropriate action including notifying our Education Welfare Officer, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

The school will refer all cases of concern to their Education Welfare Officer (EWO) or MASH.

**Further details can be found in our Attendance Policy.**

## **Behaviour**

Good behaviour is essential in any community and at Helvetia House School we have high expectations for this. We aim to promote positive behaviour in accordance with our positive behaviour policy.

All staff need to recognise that children suffering from abuse, or where abuse has happened historically, may have challenging behaviour at times which they must be supported with.

**Further details can be found in our Positive Behaviour Policy.**

## **First Aid**

The school has trained members of staff who volunteer to support where necessary and appropriate. Helvetia has a First Aid cupboard, on the ground floor, labelled with a red cross on a white cupboard. Inside, all equipment needed is kept. The cupboard door also lists medical information for the pupils with medical issues. All asthma medication, spare epipens and other medicines are labelled with name and dosage. This is provided by the parents. These are regularly replaced when necessary. We also have a medical list kept in the yellow rucksack on the ground floor which has the necessary information for children when we leave the site to go for PE lessons or trips.

When a child is seriously unwell, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- a trained first aider is consulted
- the incident is logged on the forms in the accident book
- for head injuries parents are telephoned
- if there is any doubt at all a parent is telephoned
- A teacher will accompany the child to hospital until the parent/care is able to get there.

**Further details can be found in our First Aid Policy.**

## **Racial tolerance and Equal Opportunities**

The school will work hard to promote equality and harmony by preventing and challenging racism or other intolerance. We promote equality in our RE and PSHE curriculum, as well as through assemblies. The children take part in discussions designed to raise awareness and address prejudices. At Helvetia House School we promote inclusion and we do not judge but accept.

**Further details can be found in our Preventing Radicalisation Policy.**

## **School Security**

Helvetia House School provides a safe and secure environment for pupils and staff to work in. However, the school is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- External gate on the front playground has a high catch which is out of the reach of children. Adults that enter this playground for drop off, pick up and deliveries are asked to shut it carefully.
- The main side playground door is locked all day
- The front entrances (first floor and ground floor) are both locked and accessed via buzzed entry during the day.
- Visitors and volunteers must only enter through the main entrance and after signing in at the door
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Children are never allowed to leave school alone during school hours
- Staff should store valuables in their classroom or the staffroom
- Adults and parents visiting the school should use staff toilets only and not children's toilets. Staff will be vigilant in monitoring this.
- Staff are responsible for locking doors and securing windows in their classroom at the end of the school day
- Should a child leave the school premises without permission, then Lindsey Woodward must be informed immediately. Parents will then be informed of the incident and the police if necessary.

## **School trips**

Pupils may be taken out on visits to enhance their learning. These trips are carefully planned for to minimise risk and safeguard our pupils.

**Risk assessments are completed.**

## **Travelling to and from school**

Year 6 girls regularly walk or cycle from school unaccompanied by a parent or carer. If this is the case a letter/email must be written by the parent to the school explaining this.

## **Welcoming visitors**

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will always check this before admittance is granted and check on this where necessary before access is granted.

- Any visitors to the building must be signed in and out of the school building in the visitors book and have a visitor badge.
- They should enter the school building by the main entrance only.
- All contractors are required to sign the book in the entrance hall.

## **Whistleblowing**

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

**Further details can be found in our Whistle Blowing Policy**

## **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.

**Further details can be found in our Child Protection Policy.**

## **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

## **Confidentiality and Data Protection**

The school will operate with regard to Data Protection (Jersey) Law 2018 and follow current Education Department policy.

- “Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.” This may involve sharing information with the police and social care.
- All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.
- Staff should only discuss concerns with DSL or Deputy DSL. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

**Further details can be found in our Data Protection Policy.**

## **Pupil Information**

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of people with whom the child normally lives
- names and contact details of all people with parental responsibility (if different from above)
- emergency contact details (if different from above)



- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child i.e. medical issues

The school will collate, store and agree access to this information.

All child protection documents will be retained in the office. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection IN PERSON (where possible) by the Designated Lead or Deputy and a face-to-face meeting/phone conversation will be held.

## **Roles and Responsibilities**

Mrs Woodward will ensure that:

- The policies and procedures adopted by the school are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable her and her deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner to her;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Education Department's Designated Safeguarding Lead;
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- Mrs Cooper is appointed to deal with allegations against staff in the absence of Mrs Woodward.
- Refer cases of suspected abuse or allegations to MASH and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the school and have access to the latest guidance from the Education Department and Safeguarding Partnership Board.
- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the escalation policy, the Education Department's Designated Safeguarding Lead, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's Safeguarding Policy;
- Keep detailed, accurate and secure written records;
- Ensure the Safeguarding Policy is regularly updated;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is transferred to the new establishment and meet/speak to the new Designated Lead ASAP, as well as ensuring the pupil's social worker is informed.

All staff and volunteers will:

Fully comply with the school's policies and procedures and inform the designated safeguarding lead of any concerns.

Mrs Lindsey Woodward

Headmistress Helvetia House School

Date: 1st september 2025

Review Date: 1st September 2026

## Appendix 1

### Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse 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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

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
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### 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 abused or abusers.

Witnessing domestic abuse is really distressing and scary for a child, 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.

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.

The child may be unusually upset and emotional, but equally, they may present as withdrawn and 'not their usual self'. The identified school staff need to observe and monitor. There is a chance the child will disclose to an adult about what has happened, or share further information that raises further concern. Staff need to manage any disclosures in the usual way according to safeguarding children procedures.

### \*Domestic Abuse Notification Protocol.

This information sharing agreement between States of Jersey Police and the Education Department commenced on 15<sup>th</sup> January 2018. The protocol states:

*It is the responsibility of the Education Department Designated Safeguarding Officer [DSO] to ensure that the 'Key Adults' who receive this information are those who are suitably briefed around safeguarding and the handling of such sensitive information.*

*Any changes to the named 'Key Adults' would be managed between the school and the DSO and shared with the Education MASH researcher. Schools should ensure any change of DSL is notified to the Ed. Dept. DSO and both the DSL/ Head teacher and/or their deputy are aware of and able to implement their responsibilities in relation to this protocol. This means ensuring that key administrators/receptionists are aware of the importance and significance of contact from the Education MASH researcher so information can be shared in a timely manner.*

*Schools must record and retain the information that they receive from the Education MASH researcher and such information will be stored in the same way as child protection records. Schools need to be aware that in the event of any domestic murder or serious case review the documents may be required for disclosure purposes.*

*Once the school Designated Safeguarding Lead (DSL) receives information from the MASH Education Researcher they will inform relevant school staff so that additional support can be implemented during the school day. For primary school children this is likely to be the class teacher.*

*If the child already receives additional support, for example, the Social, Emotional, Mental Health and Inclusion Team (SEMHIT) may already be working with the child and family, the school ELSA should be informed on 'a need to know' basis as such information is likely to influence their approach and assessment of the child.*