



## Jersey College Preparatory School Child Protection Policy

Authors: Nadia Guglieri

Date: January 2020

Policy review: January 2021

At JCP we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with Education Department guidance. Our school is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. This Policy exists alongside the school's Safeguarding Policy. As a school we closely follow the guidance and policy of the CYPES, namely the Child Protection Policy (2016), and the wider legislative framework, including advice and recommendations from the Safeguarding Partnership Board. Copies of both this summary and the full policy are available to parents on request. All staff working at JCP have a duty to share information about children that cause concern to ensure the safety and well-being of all our pupils. The following offer summary guidance for staff and parents.

### Named personnel with designated responsibility for Safeguarding and Child Protection

Academic Year	Designated Safeguarding Lead (DSL) Child Protection Officer	Deputy Designated Safeguarding Lead (DDSL)
2019-2020	Ms Nadia Guglieri	Mrs Susanna Harries
CYPES Child Protection Co-ordinator Shirley Dimaro – Tel 449477		

### Safeguarding Team

Team Members
Mr R Sugden (Headteacher) Ms. N. Guglieri (DSL and Deputy Head) Mrs Susanna Harries (DDSL and SENCo) Mrs. C Scott (Digital Safeguarding) Mrs. G Loguellou (Wellbeing Support) Mrs. J Hair (Wellbeing Support) Mrs Rachel Winston-Jones (Records Management)

Everyone at JCP shares an objective to help keep young people safe by contributing to:

- Providing a safe environment for children and young people to learn
- Identifying children and young people who are suffering or are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe at home, at school and at any other CYPES supervised events.

It also encompasses issues such as children and young people's

- health and safety,
- strategies to address bullying,
- the needs of children with medical conditions,
- providing first aid,
- school security,
- alcohol and substance misuse and other issues.

To do this we need to ensure that we as staff responsible for the children in our care check:

- People who regularly work or support within school have appropriate checks;
- That we promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare and initiate/take appropriate action to keep them safe;
- Contribute to effective partnership working between all those involved with providing services for children and young people.

Staff must consider their own actions. They have a duty to deal with any child protection issue that may arise by immediately **reporting any issues** they have any concerns about to the DSL.

Or if they are unavailable to either the

DfESC Child Protection Co-ordinator Shirley Dimaro – Tel 449477

Duty Manager at Children's Services – Tel 443533

### **What to do if a child makes an allegation**

1. An allegation by a child or young person that they have been sexually, physically or emotionally abused must be **listened to, taken seriously and heard in private**. On no account should suggestions be made to children as to alternative explanations for their worries.

2. Make a **written, dated record** of the allegations as soon as practicable (and certainly within 24 hours), signed by the member of staff to whom the allegation was made. (See Appendix 1)

Members of staff should make it clear to children or young people who approach them asking for complete confidentiality that members of staff would be bound to pass on the information if the child/young person has suffered abuse or is at risk. Staff should take any further steps as may be necessary to ensure that the child is protected and refer the matter to Trudie and/or Jess.

### **Rules to Remember when Listening to an Allegation:**

- Ask no leading questions and use open questions
- Err on the side of caution
- Elicit just as much information as you need in order to ascertain that there is a child protection issue which needs following up
- Log your conversation as soon after the event as possible and ensure that the words used are as accurate as possible
- Provide a signed, dated copy of your disclosure record to the designated child protection coordinator.

**Records should be securely retained with restricted access only**

Reassurance can be given

- That the child has done the right thing in talking about their worries
- That the child / young person's disclosure will be addressed
- That the child / young person will have continuing involvement in/knowledge of what happens next
- That only those who need to know will be told, i.e. those who have a necessary and active part to play in the care of the child / young person or the investigation
- That the child / young person can choose an adult whom s/he trusts to accompany him/her throughout the process of clarification/investigation.

Staff need to be aware of the potential risks to themselves, and should exercise caution when using and storing photographic and video images of children. They should also be careful to ensure their actions could not be misconstrued as physical or sexual misconduct.

Please refer to the full Child Protection policy on the education website and our Safeguarding policy for further details:

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Child%20Protection%20Policy%2020160629%20SDM.pdf>

## **Appendices**

### ***Appendix 1 Record of Concern Form***

### **Appendix 2: What to do if a child discloses**

# Jersey College Prep



Appendix 1

## Record of Concern

<b>Child's Name :</b>			
<b>Child's DOB :</b>			
<b>Male/Female:</b>	<b>Ethnicity:</b>	<b>SEND: Y/N [Details]</b>	<b>Religion:</b>
<b>Date and time of concern:</b>			
<b>Your account of the concern :</b> (what was said, observed, reported and by whom)			
<b>What did the child / young person say:</b>			
<b>Additional information :</b> (your observations, context of concern/disclosure)			
<b>Your response :</b> (what did you do/say following the concern)			
<b>Your name in PRINT please:</b>		<b>Your signature:</b>	
<b>Your position in school :</b>		<b>Date &amp; time of this recording :</b>	
		<b>Date &amp; time referred to Headteacher / DSL:</b>	
<b>Action and response of DSL/Headteacher with date and time: e.g. spoke to parents, arranged a meeting with parents, completed MASH enquiry</b>			
<b>Feedback given to member of staff reporting concern:</b>		<b>Information shared with any other staff? If so, what information was shared and what was the rationale for this?</b>	
<b>Name of Headteacher / DSL [PRINT]</b>		<b>Designation:</b>	
<b>Signature:</b>		<b>Date:</b>	

### **Audit tool for DSL (to be printed on back of record of concern form)**

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

<b>RED</b>	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
<b>AMBER</b>	Indicates that key information is included but recording could be further improved
<b>GREEN</b>	Indicates that the recording meets the above required standards

***If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 i.e. the actual record of concern form which contains confidential details.***

## Appendix 2: What to do if a child discloses

### **When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

### **Immediately afterwards**

Clear indications or disclosure of abuse must be reported to MASH without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for staff will be available from the Designated Safeguarding Lead or Head Teacher.