



# Jèrriais Teaching Service Safeguarding Policy

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

This policy makes reference to and is supported by other school and Education Department (CYPES) Policies.

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

The Jèrriais Teaching Service staff recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. Everyone working for the Jèrriais Teaching Service 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, 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 within the school settings within which we teach.

The Jèrriais Teaching Service is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance.

## **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 Jèrriais Teaching Service's commitment with regard to 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.

This policy will be updated annually and known to everyone working in the Jèrriais Teaching Service.

This policy is available on the L'Office du Jèrriais website and also available to parents on request.

## **Providing a safe and supportive environment**

### **Safer recruitment and selection**

The responsibility for recruitment and selection lies with the School Improvement and Advisory Service at CYPES and details of the steps taken to ensure safer recruitment are set out within the Department guidance Keeping Children Safe in Education.

### **Regulated activity**

Schools are 'specified places', which means that the majority of staff and volunteers will be engaged in regulated activity. The classes delivered by the Jèrriais Teaching Service are part of this regulated activity.

### **Volunteers and work experience candidates**

Volunteers, including work experience candidates will undergo checks commensurate with their work in schools 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.

### **Single central record**

CYPES is responsible for recording the DBS records of all staff and volunteers. To comply with the requirements of the Data Protection (Jersey) Law 2018, if the Jèrriais Teaching Service chooses to retain a copy, there should be a valid reason for doing so and it should not be kept longer than six months.

### **Safe practice**

The Jèrriais Teaching Service will comply with the current Guidance for Keeping Children Safe in Education and ensure that information in this guidance regarding conduct, is known to all staff and volunteers working for the service.

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.

### **Lone working**

Staff within the Jèrriais Teaching Service frequently work alone, teaching small groups of children often outside of school hours. Therefore, the following guidance aims to ensure the safety and welfare of both staff and pupils in this situation.

For the lone working teacher safe working practice involves:

- Keeping the door open at all times.
- Opening window blinds and ensure windows are otherwise clear, offering an open view into the room.
- Letting other members of staff in the building know you are there and where you are working.
- If you are required to remain with a child at the end of a lesson in the event that their parent is late, waiting in a public area in full view.
- Carrying a mobile phone and a list of contact numbers for parents.
- Carrying a list of Designated Safeguarding Leads for the Island's schools.
- If a child behaves in an inappropriate manner contacting your line manager and/or the Designated Safeguarding Lead immediately and reporting exactly what happened.

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

Children are taught to understand and manage risk through personal, social, health and economic (PSHE) education in Jersey schools, through schools' focus on Core Values and sex and relationships lessons and through all aspects of school life.

Schools aim 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. Schools in Jersey continually promote 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, heard 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.

### **Partnership with parents**

The Jèrriais Teaching Service shares a purpose with schools and 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 Jèrriais Teaching Service will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the Service will discuss concerns with the Children and Families Hub/Children's Services and/or the Police without parental knowledge (in accordance with the CYPES Child Protection procedures). The Service will, of course, always aim to maintain a positive relationship with all parents. The Jèrriais Teaching Service Safeguarding Policy is available on the L'Office du Jèrriais website.

### **Partnerships with others**

The Jèrriais Teaching Service recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Safeguarding Partnership Board and Department for Children, Young People, Education and Skills. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## **Safeguarding procedures for peripatetic Jèrriais Teaching Service staff**

The Jèrriais Teaching Service does not have a Designated Safeguarding Lead. Instead all staff are required to follow the following procedures in order to ensure a consistent approach and the safety and protection of all children in our care.

Staff with concerns about a child must act immediately. In the first instance it is important to gather as much information as possible:

**T** - Ask the child to tell you more. "Tell me more about that. Tell me what happened."

**E** - Ask the child to explain. "Can you explain what you mean?"

**D** - Ask the child to describe what happened. "If I had been in the room with you, describe what I would have seen."

- If possible/appropriate, ask the child for permission to write notes and record their exact words.
- Remain with the child.
- If you believe the child is at immediate risk of harm, contact the police (tel. 612612).
- Otherwise contact the Designated Safeguarding Lead for the child's school.
- If you are unable to contact the Lead, contact their Deputy.

The Designated Safeguarding Lead for the child's school will support you and help decide whether to make a referral to the Children and Families Hub. If you are not happy with that decision you can refer directly using the Hub's electronic referral form. Keep a record of the referral. It is confidential so store it securely.

- If you are unable to contact the Lead or Deputy, contact the Children and Families Hub (tel. 519000).
- If out of hours, contact the duty social worker via Police Headquarters (tel. 612612 or 442000)

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

Staff are advised to keep a record of the referral for their own records:

- Keep a note of dates and times that you have any conversations with other professionals about concerns you have about children. You may be asked about these at a later date.
- If you are keeping a record of concerns about a child, record what you have been told and by whom, what you have seen and what you have heard. Record dates and times. Record who you pass the information on to and when.

- You have a right to follow up on your enquiry. Ask the person you referred to for an update.
- If your enquiry is not followed up, record this decision for future reference.
- Keep any records you have about children confidential and store them securely.

Access the Safeguarding Partnership Board Multi Agency Child Procedures online: [www.safeguarding.je](http://www.safeguarding.je)

### **Training**

The head of the Jèrriais Teaching Service will organise refresher safeguarding and child protection training at three yearly intervals. All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the Jèrriais Teaching Service safeguarding policy and informed of safeguarding arrangements on induction. The head of the Jèrriais Teaching Service maintains an up to date log of all staff training.

### **Support, advice and guidance for staff**

If Jèrriais Teaching Service staff are not sure whether or not to make an enquiry to the Children and Families Hub they should contact the team and ask for advice. Staff will also be supported by line manager Ben Spink and Jersey's designated safeguarding officer Dani Perrier ([d.perrier@jeron.je](mailto:d.perrier@jeron.je))

### **Related Policies**

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.

### **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.

Each Jersey school has a detailed Child Protection Policy. In order to meet their statutory obligations and safeguard the wellbeing of those children in their care Jèrriais teachers will refer to these policies for more detailed information and guidance.

## **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 to the relevant school's headteacher.

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

The Jèrriais Teaching Service recognises that 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, children increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, X, TikTok, tumblr, Snapchat and Instagram.

In reality 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.

Each Jersey school has an E-Safety Policy and Social Media Policy. Children and teachers are required to sign an AUP to use the internet at school. In order to meet their statutory obligations and safeguard the wellbeing of those children in their care Jèrriais teachers will refer to these policies and procedures for more detailed information and guidance.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be reported to the relevant school's headteacher.

Pupils are not permitted to use personal mobile devices during Jèrriais lessons unless instructed by the teacher in connection with the planned learning. Pupils are asked to leave mobile phones with the office during the school day and in their bag during after school lessons. Any child found using a mobile phone during a Jèrriais lesson will have it removed by the member of staff until the end of the lesson and parents will be informed.

## **Photography and Video Recording**

Occasionally we may take photos of the children during Jèrriais lessons. We may use these images within classrooms, on school displays, within Jèrriais Teaching Service printed publications, as well as our website and Facebook pages. We may also make video or webcam recordings of events such as school assemblies, trips or performances at the Jersey Eisteddfod. Permission for the use of photographs is obtained in advance.

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

From time to time, the Jèrriais Teaching Service 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:

- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents are asked to sign consent forms stating whether they are happy for photographs and videos to include their son or daughter. Conditions of use of photos and video footage are clearly stated on the consent form. Teachers are informed of pupils who do not have parental consent.
- If outside agencies or companies are used to photograph or film pupils, a data processing agreement between the Jèrriais Teaching Service and the individual is signed.
- The Jèrriais Teaching Service Privacy Notice is published on the L'Office du Jèrriais website.
- Express parental consent is sought for photographs to be taken or published, for example, on our website or in newspapers or publications.
- Only the pupil's first name is used with an image.
- Staff will ensure pupils are appropriately dressed when taking photographs.
- Pupils are encouraged to tell staff if they are worried about any photographs that are taken of them.



## **Attendance**

Jèrriais lessons are very often held outside of the school day. In order to ensure children's safety and wellbeing it is important that Jèrriais teaching staff are able to keep track of each child's whereabouts and attendance. For this reason the Jèrriais Teaching Service keeps and maintains registers for all groups. If a child is absent without notification the Jèrriais Teaching Service has a policy of contacting the school secretary or phoning home to ascertain each child's whereabouts.

## **Notification of absence**

Parents of children who are attending Jèrriais lessons after school are asked to notify the Jèrriais Teaching Service via the school secretary, or in writing by email or note or by telephone, so teachers are aware of the absentee's whereabouts and know they are safe.

## **Behaviour**

Good behaviour is essential in any community and Jèrriais teachers 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.

## **First Aid**

When a child is seriously unwell, or has suffered an accident Jèrriais teaching staff should follow the relevant protocols of the school in which they are in. For example;

- a trained first aider should be consulted
- the incident should be logged
- for head injuries a Head Note should be issued to parents via email
- if the school is concerned, parents are contacted
- if an injury requires Accident and Emergency treatment an online accident form should be completed and sent to the Education Department
- only trained members of staff can use a defibrillator

## **Racial tolerance and Equal Opportunities**

Schools in Jersey work hard to promote equality and harmony by preventing and challenging racism or other intolerance. Jèrriais teachers should refer to schools' Equal Opportunities Policies for further information and guidance.

## **School Security**

Schools in Jersey provide a safe and secure environment for pupils and staff to work in. However, each 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:

- Visitors and volunteers must only enter through the main entrance and after signing in at the office
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Children should never be allowed to leave school alone during school hours
- Adults and parents visiting the school should use staff toilets only and not children's toilets
- Should a child leave the school premises without permission, then the SLT must be informed immediately. Parents will then be informed of the incident and the police if necessary
- For more information Jèrriais teaching staff should refer to the relevant schools' Health and Safety Policy, Safety for Visiting Groups Policy and Lone Worker Policy.

### **School trips**

Pupils may be taken out on visits to enhance their learning. These trips should be carefully planned with appropriate safeguarding procedures in place to minimise risk and safeguard pupils. Detailed advice on trips is contained within the CYPES Educational Visits Policy.

### **Travelling to and from school**

Some older pupils walk or cycle from school unaccompanied by a parent or carer. If this is the case in a primary school a letter must be written by the parent to the school explaining this. Jèrriais teaching staff should make themselves aware of the arrangements in place for each individual child in their care.

### **Whistleblowing**

If members of Jèrriais teaching staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management of the relevant school 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.

### **Confidentiality and Data Protection**

The Jèrriais Teaching Service will operate with regard to the 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 the designated senior person, Headteacher or Deputy Designated Lead (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The CYPES record-keeping procedures and Data Protection Policy are followed at all times. The Jèrriais Teaching Service is open about how we use pupil information in our Privacy Notice. This is updated annually and displayed on the L'Office du Jèrriais website.

### **Roles and Responsibilities**

The head of the Jèrriais Teaching Service will ensure that:

- All staff have access to, have read and understand the Jèrriais Teaching Service Safeguarding Policy
- The policies and procedures adopted by the Jèrriais Teaching Service, as well as the schools within which it operates, are followed by all staff
- The Safeguarding Policy is updated and reviewed annually
- 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 in accordance with the Education Department Whistle Blowing Policy
- The Education Department's procedure for managing allegations against staff is known to staff
- That anyone who has harmed or may pose a risk to a child is referred to the DBS
- All staff have induction and refresher training every three years.

### **Monitoring**

The Jèrriais Teaching Service will monitor the effectiveness of this policy on a regular basis. Through regular reviews of the implementation of the policy, recommendations for the future will be made.

Policy author(s): Marianne Sargent

Date: October 2024

To be reviewed and updated: October 2025

## **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 nonpenetrative 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, special consideration should be given 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. Coersive control is now an offence under the Domestic Abuse (Jersey) Law.

Witnessing domestic abuse is a crime against children; it is damaging and potentially traumatising 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 15th 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 CFHub 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 CFHub 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 CFHub 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.*

