Safeguarding and Child Protection Policy

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SAFEGUARDING AND CHILD PROTECTION POLICY

Person responsible for Policy	**Nicki Wilbraham - Headteacher**
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Designated Safeguarding Lead (DSL)	**Deputy DSL**
Emma King	Nicki Wilbraham

Safeguarding concerns about the conduct of a person working in Forest school should be directed to	
Headteacher: Nicki Wilbraham or Deputy Headteacher: Emma King	In the event of an allegation against the Headteacher: Education Office's Lead Safeguarding Officer (ELSO) – the Head of Inclusion and Education Services, tel. 224000

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1.0 Introduction

The welfare of a child is paramount. All children regardless of age, gender, culture, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

In this policy document:

- **Safeguarding and promoting the welfare of children** means[1]:
    - Providing help and support to meet the needs of children as soon as problems emerge
    - Protecting children from maltreatment, whether that is within or outside of the home, including online
    - Preventing impairment of children's mental and physical health or development
    - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
    - Promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren) and
    - Taking action to enable all children to have the best outcomes

- **Child protection** is part of safeguarding and promoting the welfare of children. It is activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

- **Child** is a person under the age of 18
- **A child 'in need'** is as defined in Appendix 3
- **A child 'at risk'** is as defined in Appendix 3.

- **Victim** is used in some places, as it is a widely recognised and understood term. However, some children who have been subjected to abuse may not consider themselves to be a victim, or want to be described as one. When actively managing an incident, Forest School will try to use a term that the child is comfortable with.

- **Alleged Perpetrator / Perpetrator** are used in some places, as they are widely-used and understood terms. However, in actively managing cases, it may be more appropriate to use other terms, for example where the behaviour may have been harmful to the perpetrator as well.

[1] This definition is based on that in England's Department for Education's Statutory Guidance documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'

1.1 Policy Statement

Forest School recognises that children can be some of the most vulnerable members of society. Safeguarding children is everyone's responsibility, but education establishments and the people who work within them have particularly important roles to play. These include:

- Proactively working to prevent harm and abuse
- Responding to concerns if they arise and supporting the children involved
- Sharing information and cooperating with other agencies.

Forest School is committed to promoting and protecting children's rights, as set out in the United Nations Convention of the Rights of the Child (UNCRC), and is a Gold Rights Respecting School. Forest School is committed to safeguarding and promoting the welfare of all of its learners and takes a 'whole-setting' approach, with this commitment woven through everything that it does. At all times, the best interests of the child must come first.

The Children (Guernsey and Alderney) Law 2008 requires all States employees (and everyone else working with children) to work together and share information to ensure children and young people get the services they need to achieve or maintain a reasonable standard of health or development. The Islands Safeguarding Children Partnership (ISCP)[2] has established extensive guidance (http://iscp.gg) to promote effective co-ordination and co-operation between agencies providing services to children and families, which must be followed by all people working in education establishments in Guernsey and Alderney, whether paid or unpaid.

This policy has been written with reference to ISCP guidance and to good practice, as set out in English guidance document 'Keeping Children Safe in Education' (KCSIE). This policy sits alongside other policies that relate to specific areas of Forest School life with safeguarding and wellbeing elements.

1.2 Policy Objectives

This policy is intended to:

- Ensure all members of staff (and volunteers) at Forest School are aware of their roles and responsibilities around safeguarding and protecting children from harm; know how to recognise abuse and know what to do if they have concerns
- Show how Forest School works with other agencies to keep children safe
- Highlight other policies that have a particular role in Forest School's wider approach to keeping children safe
- Ensure that parents/carers are aware of Forest School processes, roles and responsibilities.

[2] A multi-agency committee with representatives from the public, private and voluntary sectors, which was given legal status in the Children (Guernsey and Alderney) Law, 2008

1.3 Policy Application

This policy applies to:

- All staff (teaching and non-teaching, permanent and temporary, full-time and part-time)
- Casual workers
- Volunteers
- Other visitors (such as representatives of other agencies coming in to support education/children, and contractors).

It extends to Forest School activities taking place outside of the normal Forest School day, including Breakfast and After-School Clubs and to Forest School activities taking place off-site.

1.4 Accountabilities

The Headteacher is accountable for the safeguarding of learners registered at Forest School, including ensuring that suitable arrangements are in place while learners are engaged in off-site and out-of-hours educational activities arranged or endorsed by school. The Headteacher is accountable for implementation of this policy, including ensuring information is presented, as appropriate, to the Education Office, Governance Board and the ISCP, so those bodies can maintain view of safeguarding practice.

The Head of Inclusion and Education Services is the Lead Safeguarding Officer within the Education Office (the ELSO) and oversees safeguarding and child protection across schools and services, reporting to the Committee for Education, Sport and Culture (ESC).

1.5 Responsibilities

Specific responsibilities are as follows. Some are talked about more, later in this document.

1.5.1 All school staff (teaching and non-teaching), and volunteers

All setting staff and volunteers are responsible for playing their part in safeguarding and promoting the welfare of children, including:

- Acting professionally at all times, in line with Codes of Conduct and the Staff Handbook
- Endeavouring to ensure a safe environment in which children can learn. This includes acting to report/manage (as appropriate) any observed risks to health and safety posed by either the physical environment, or actions of adults or children
- Undertaking child protection and safeguarding training appropriate to their role
- Being familiar with this policy, and other policies and systems that are of particular relevance to safeguarding, as appropriate to their role. This includes reading the Safeguarding & Child Protection policy <u>every year,</u> confirmed by signature (read and respond)
- Being aware of signs and indicators of abuse and neglect, as well as specific safeguarding issues
- Listening to children if they tell them about a safeguarding issue
- Reporting, recording and passing any concerns or suspicions to the SCPO as soon as possible, no matter how trivial they may seem; not assuming that someone else will act instead
- Maintaining an appropriate level of confidentiality

- Raising any concerns they may have about the setting's safeguarding practice or about particular members of staff/volunteers
- Supporting any (ongoing) action that might be appropriate, including working in partnership with other agencies, with the aim of improving the child's situation.

1.5.2 Headteacher: Mrs Nicki Wilbraham

The Headteacher is responsible for:

- Promoting a safeguarding culture that holds the best interests of children at its heart
- Ensuring there is an effective setting Safeguarding and Child Protection (S&CP) Policy, which is subject to annual review, and other related key policies and systems
- Ensuring that a senior member of staff is designated as the lead for safeguarding and child protection within the setting - the Designated Safeguarding Lead (DSL), with Deputy/Assistant DSL (or Deputies/Assistants) as appropriate to ensure cover for absence or any out of hours/out of term activities, etc. It is good practice that these roles are explicit in the holder's job description, and the DSL/Deputy/Assistant DSL should be clear about what the role involves
- Ensuring the DSL team has the time, funding, training and resources to do their duties properly
- Ensuring all staff, casual workers, volunteers and visitors (such as representatives of agencies coming in to support education/children at Forest School, and contractors) receive safeguarding and child protection induction, information and training appropriate to what they are doing
- Ensuring the 'single central register' (SCR) is maintained with relevant details of people working at Forest School. This includes undertaking regular checks. The SCR system can generate automatic summaries to flag issues, which can help with this task – refer to SCR guidance.
- Ensuring that volunteers and visitors, etc. are supervised as appropriate, in line with Education policy
- Ensuring opportunities are taken across the curriculum to teach children about safeguarding and to develop the skills they need to recognise danger and know how and where to seek help. This includes (but is not limited to) the delivery of effective Personal, Social, Health and Citizenship education (PSHCE), online safety and relationship education appropriate to the needs of learners
- Ensuring effective pastoral care systems
- Ensuring that relevant staffing ratios are met as appropriate, which may in some circumstances require a risk assessment to be undertaken
- Acting as the 'Case Manager' if an allegation of abuse is made against another member of staff or volunteer, where appropriate
- Designating a suitably qualified member of staff to lead on Additional Learning Needs (ALN) (previously known as Special Educational Needs)

- Designating a suitably qualified member of staff to promote the educational achievement of Children in Care (CiC)[3] and Previously-CiC
- Designating a school Attendance Lead, to lead on attendance/absence

1.5.3 The Designated Safeguarding Lead (and Deputy/Assistant DSL):

Miss Emma King - Deputy Headteacher, DSL
Mrs Nicki Wilbraham - Headteacher, Deputy DSL

The DSL (and in their absence the Deputy/Assistant DSL) is the lead for child protection and safeguarding at Forest School. They should always be available during school hours in term-time. If an urgent situation arises outside of term-time that requires direct input from school, they (or the Headteacher) may be contacted for assistance (for example, about providing a report or suitable attendance at an urgent meeting). Summary broad responsibilities are:

- Undertaking formal training appropriate to their role - see 3.2 for further detail. (The Deputy/Assistant DSL must be trained to the same level as the DSL.)
- Ensuring the school's safeguarding policies are up-to-date, known and understood – this includes making sure staff and relevant volunteers have read and signed the policy on an annual basis
- Ensuring that staff and volunteers refresh training in line with ISCP requirements
- Managing cases of safeguarding and child protection concerns: Supporting staff with advice as necessary; referring cases to relevant agencies and sharing information as appropriate to the circumstances, and ensuring ongoing cooperation in cases
- Keeping thorough and secure child protection records.

A more detailed guide can be seen at Appendix 5.

2.0 Safe Recruitment

The appointment of school staff – teaching and non-teaching – follows the States of Guernsey's recruitment processes and procedures, including vetting checks appropriate to the role (DBS etc.) in line with Vetting policy. Key school staff involved in recruitment processes should be trained in safe recruitment practice.

Members of the School Governance Board are also subject to appropriate safe recruitment checks.

Staff working in a States of Guernsey central role that involves frequent presence on school sites, for example school support services, Music Service, Estates team, etc. will have been appropriately vetted for their role at the time of appointment and do not need to be supervised while on educational sites. The same is true of other States of Guernsey staff employed in a professional role working with children (such as School Nurses, Social Workers, etc.).

Other adults who may work at Forest School, for example:

[3] Previously known as Looked After Children

- External Providers and Support Agencies that visit to help with curriculum delivery or otherwise support education/children
- Volunteers
- Contractors

should be vetted and supervised, appropriate to what they are doing and the contact they will have with children, in line with States of Guernsey and Education policies (Vetting; External Providers and Support Agencies).

Relevant details of people working in Forest School are included on the 'single central register' (SCR), maintained in line with established guidance.

Regardless of their role on-site, all people working in Forest School must observe the established sign-in/out procedures, and any concerns encountered while on site should be raised with the DSL team.

Any person who has not been vetted must not be left unsupervised with children.

3.0 Induction and Training

3.1 Induction

3.1.1 School Staff

All new staff (part-time and full-time) should receive an induction that covers:

- The Safeguarding and Child Protection policy (including DSL role and identity)
- Forest School's Positive Relationships and Behaviour Policy and Anti-Bullying policy
- The relevant Code of Conduct and Staff handbook
- The Managing Safeguarding Concerns and Allegations procedure and the States of Guernsey's Whistleblowing policy
- Relevant safety and welfare information [e.g. medical policies, accident reporting, fire]
- Safeguarding training appropriate to role
- Online Safety policy, procedures and training (including around filtering and monitoring systems and responsibilities), appropriate to role [This includes central online policy and individual setting procedures.]
- Explanation of the safeguarding response to children who go missing from education

Staff should sign to confirm that they have received and understood all of the above, with records kept for the staff file.

3.1.2 Casual Workers, Volunteers and Other Visitors

A proportionate and risk-based approach should be taken in respect of the induction information provided to short-term temporary (casual) workers, volunteers and other visitors (for example, representatives of other agencies coming in to support education/children, contractors). This should consider what the person will be doing, frequency of the activity and the amount of contact with children. As a minimum, they must receive sufficient information to be aware of expectations

around their conduct; the Forest School commitment to safeguarding children and know to raise any safeguarding concerns they may encounter.

3.2 Training (including regular updates)

Staff, casual workers and volunteers are required to undertake safeguarding and child protection training suited to their role at induction and then at regular intervals. Minimum training level and frequency is set by the ISCP. Relevant 'online safety' training should also be undertaken, appropriate to individual roles (including around filtering and monitoring systems and responsibilities).

The DSL/Deputy/Assistant should:

- The DSL/deputy should: Update their formal ISCP Level 3 'Safeguarding Children and Young People' training every three years. In addition, they should also complete at least one other formal ISCP Level 3 specialist training course each year, selecting a course that is relevant to the cohort of learners. Those who deliver training to other members of the setting community additionally need to ensure their knowledge remains current around the content they deliver
- Update other knowledge and skills regularly (at least annually), for example, meeting with other safeguarding personnel, reading bulletins etc.
- Attend the Island education DSL meetings
- Provide regular updates to staff/relevant volunteers.

All other staff/relevant volunteers should:

- Update their formal ISCP training every three years (only the highest level training held needs to be repeated). For other employed setting staff (including administration, premises staff, etc.) ISCP Level 2 safeguarding training is required (in-person, rather than online). For relevant volunteers, level depends on what they are doing.
- Receive regular safeguarding and child protection updates (from the DSL and/or others, as appropriate), at least annually. This includes re-reading this policy annually (confirmed by staff signature).

Training provided at Forest Primary:

- Safeguarding and Child Protection Policy - 'read and respond' annually
- ISCP Level 2 Safeguarding training at least every 3 years
- Induction training on recording, reporting and the use of CPOMS

Training completion should be recorded (including on the SCR, as relevant). Training status should be monitored by the DSL, who should ensure it is renewed when needed.

Where appropriate to their activity at Forest School, training may also be relevant for some members of other groups (for example, this could be applicable for some representatives of other agencies, or some contractors).

In addition, members of Forest School Governance Board receive appropriate safeguarding training to ensure they can provide strategic challenge to ensure practice is effective and supports a whole-school approach to safeguarding. This training is overseen by the Head of Inclusion and Education Services.

4.0 Recognising issues

All staff should:

- Observe the behaviour and demeanour of learners for changes that may indicate a welfare concern. (Staff should be aware that dysregulated responses, such as challenging behaviour, may also indicate some underlying issue.)
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected. For example, they may feel embarrassed, or there may be barriers based on language or disability, etc. Children may also not recognise their experiences as harmful, or indeed may have been threatened not to tell. This must not prevent staff from speaking to the DSL if they have concerns about a child
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Forest School and/or occur between children outside of . All staff, especially the DSL (and Deputy/Assistant), should consider whether children are at risk of abuse or exploitation in situations outside their families
- Be aware that technology is a significant component in many safeguarding and wellbeing issues. In many cases abuse will take place online and in daily life at the same time. Children are at risk of online abuse, but can themselves also abuse other children online

The DSL should have a clear understanding of the ISCP's Threshold Framework which provides multi-agency guidance to support children and families.

4.1 Awareness that some children are potentially more vulnerable

There is potential for any child to need support, but staff should be particularly alert to issues or concerns in a child who:

- Is disabled and has specific additional needs
- Has additional learning needs (ALN)
- Is suffering with their mental health and/or emotional wellbeing
- Has physical health issues
- Is a young carer
- Is known to have engaged in, or is showing signs of being drawn in to, anti-social or criminal behaviour
- Is misusing alcohol or other drugs
- Is frequently missing/goes missing from home/care
- Is persistently absent from education
- Has experienced multiple suspensions
- Is undertaking an Alternative Provision education package
- Has experienced recent trauma, for example, bereavement
- Is at greater risk of modern slavery, trafficking or exploitation
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage
- Is (or may be perceived to be) lesbian, gay, bisexual (LGB), or gender questioning[4]
- Is involved in sharing nude/semi-nude images
- Is viewing problematic and/or harmful online content (e.g. linked to violence) or developing inappropriate relationships online
- Is at risk of being radicalised
- Is in a family circumstance presenting challenges for the child, such as:
    - drug and alcohol misuse
    - adult mental health issues
    - family member in custody or affected by parental offending
    - domestic abuse
- Has a social worker
- Is a 'Child in Care' or transitioning to adult services
- Has previously been in care
- Has returned home to their family from care
- Is a privately fostered child – see section 10.12. (including learners from Alderney, Sark and Herm living with a Guernsey host under either the Term-Time Host scheme or private arrangements)

Where a child has been identified as potentially more vulnerable for any of the above reasons (or indeed any other reason), relevant staff should be confident that the child has access to a trusted adult within Forest School who will escalate concerns where needed.

Staff should also be aware that adverse childhood experiences (ACEs) can have a lasting impact on a child's development, well-being, mental health and behaviour, including into adulthood.

[4] The fact that a child or young person may be LGB is not in itself an inherent risk factor for harm. However, children who are LGB (or are perceived to be) can be targeted by other children. Children questioning their gender may be experiencing gender distress or other issues that require support. The Gender Identity Policy and Guidance provides further information.

4.2 Early Help

It is better to provide support as soon as a problem emerges in a child's life to try to prevent it from escalating. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff should try to identify emerging needs as soon as possible.

In some cases it will be appropriate for Forest School to provide support through internal school mechanisms – for example with a pastoral support plan, or an individual healthcare plan, etc. In other cases, where there appear to be emerging low-level family difficulties, with the consent of the family a referral should be made to the Multi-Agency Support Hub (MASH) for consideration of appropriate early help support. This could include, amongst other things, an Early Help Assessment, which may result in a 'Team Around the Family' (TAF) being formed as a means to coordinate multi-agency support.

However, if there is any suggestion that more significant support might be required (beyond early help), or any suspicion that the child is suffering or likely to suffer significant harm, a safeguarding referral must be made to MASH (or the child's social worker, if they already have one).

See section 5.0 (including flow chart) and the Threshold Framework on the ISCP website for further information.

4.3 Recognising Abuse

Staff should assume that any safeguarding issue could happen here. **If a staff member has concerns but is unsure, they should always speak to the DSL.**

4.3.1 Abuse, Neglect and Exploitation

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of experiencing ill treatment of others – for example, the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Categories of abuse include: physical, emotional and sexual. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place in person, online, or a combination (technology may be used to facilitate in-person abuse). Children may be abused by an adult/adults or by another child/children.

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. It is one of the most common forms of abuse and can take a wide range of forms. Staff working with children should be aware of the ISCP Neglect Strategy and the DSL team should be familiar with relevant ISCP-endorsed assessment tools.

Exploitation is when someone uses a child for financial gain, sexual gratification, labour, or personal advantage.

Abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.
Appendix 1 provides an introduction to the different forms of abuse and neglect, including possible indicators, which all staff should be aware of.
Appendix 2, discussed in the next section, gives an introduction regarding exploitation.

Staff should be aware that children with additional learning needs (ALN)[5] and/or disabilities/health issues can face additional safeguarding challenges and additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or medical condition, without further exploration
- Being more prone to peer group isolation than other children
- Being reliant on personal and intimate care
- The potential for children with ALN and disabilities being disproportionally impacted by behaviours such as bullying, without outward signs
- Communication barriers and difficulties in overcoming these barriers
- Children being unable to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours

Additional guidance can be found at
http://iscp.gg/article/156948/Protecting-children-with-disabilities-from-abuse.

Children with ALN should receive additional monitoring and pastoral support. Melissa Lowin is Forest School's ALN Coordinator.

4.4 Specific Safeguarding Issues

Appendix 2 contains information about specific forms of abuse and safeguarding issues that all staff should read and be aware of. Please note that this appendix reflects issues listed in KCSIE and in some circumstances there may currently be little concern about an issue in Guernsey. However, the starting point should be that it **could** happen here.

[5] Previously known as Special Educational Needs (SEN

5.0 Taking Action

Safeguarding or child protection concerns may arise as a result of:

- Staff/volunteer observations
- Information shared by a child (see section 5.3.)
- Other information

Anyone having concerns must act on them as soon as possible, and not assume that someone else will do so instead. You should not let other considerations, like the fear of damaging relationships with others, get in the way of protecting children. You should view raising a concern as the beginning of a process of enquiry, not as an accusation.

It is not the role of the concerned person to investigate concerns themselves, but rather to share information appropriately and support children as part of a wider response. The course of action to take depends on the circumstances:

1. **Child not in immediate danger:** Record and refer to the DSL – see section 5.1
2. **Child in immediate danger or a serious crime is in progress/imminent:** Make direct referral to the Police (tel. 999 or 112) without delay unless the DSL is immediately available to do so – see 5.2
3. **Concern relates to the behaviour of an adult working in school, or school safeguarding practice:** Refer to the Headteacher (or the Education LSO if the concern is about the Headteacher) – see 5.4.

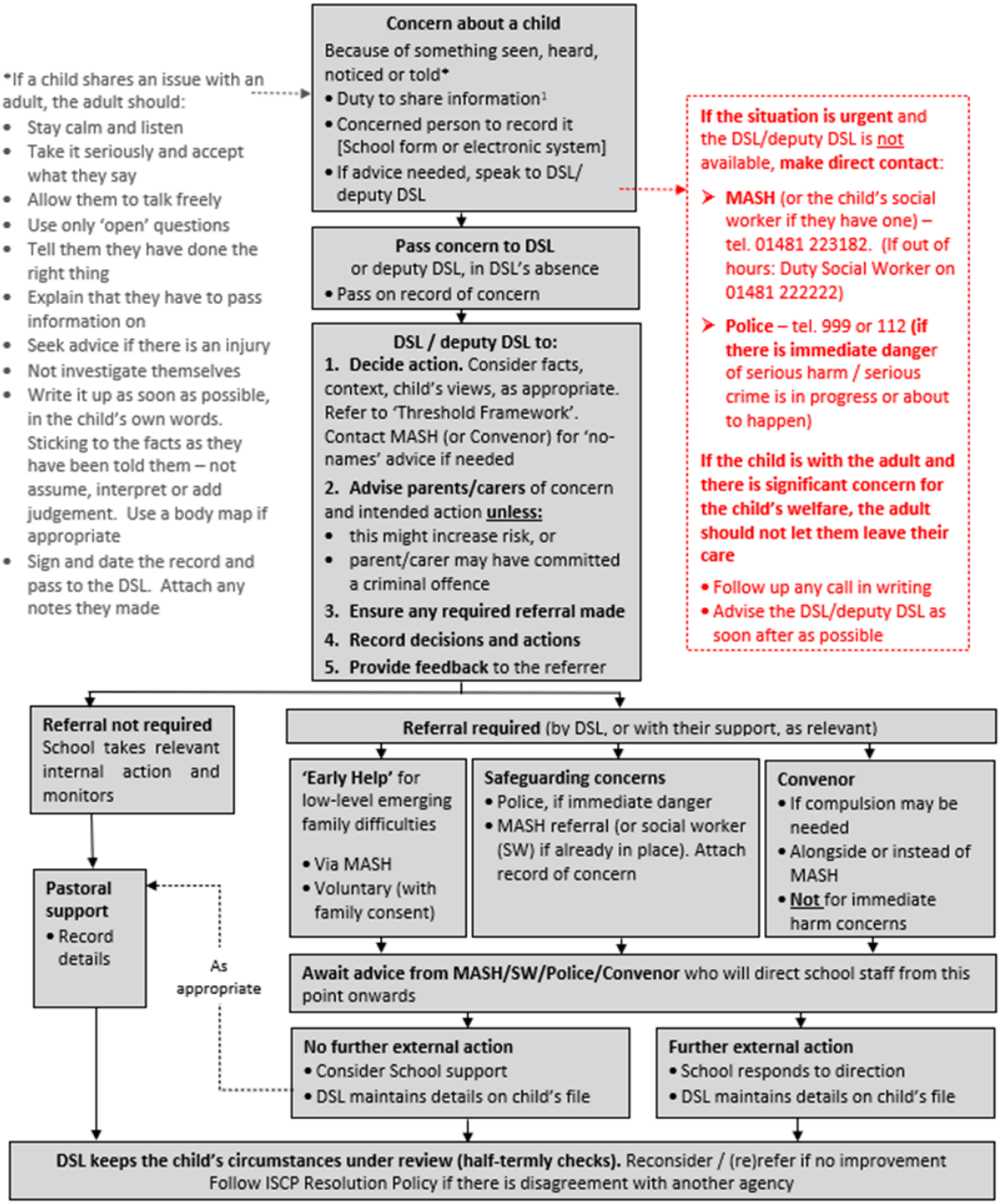
Scenarios 1 and 2 are also summarised in the flow chart below:

Wherever a referral is made (to MASH/social worker, the Police, or the Convenor), school staff should participate as fully as may be needed in any subsequent discussions, meetings and support plans.

Any disagreement with another agency should follow ISCP guidance http://iscp.gg/article/118107/Resolution-of-Professional-Disagreements---Escalation-Policy. If it is considered that a situation may require reference to that policy, advance notification should be provided to Education Inclusion Services.

If there are concerns about a learner who has recently joined the setting, the DSL/Deputy/Assistant DSL should ensure they check transition information. In some cases this may include making confidential contact with the DSL at the previous setting. If the learner has moved from an Early Years provider, contact may be made direct with the provider's named Safeguarding Lead, or through the States Early Years Team, as appropriate.

Procedure for concerns about a child's welfare



At all times:

- **The best interests of the child must come first**
- **Maintain appropriate confidentiality – Only involve people that need to know**
- **Ensure records are factual, accurate, relevant, up-to-date, secure and auditable**
- **Anyone who has genuine concern that appropriate action has not been taken, can make a referral themselves**

[1] Under section 27 of the Children (Guernsey and Alderney) Law 2008, it is the duty of every States employee, and anyone else who is working with a child, to share information where they believe that child is in need or at risk

5.1 Child Not in Immediate Danger

- The person who has the concern should record it in line with Forest School procedure and pass it to the DSL /Deputy/Assistant DSL as soon as possible. A 'record of Concern' should be recorded via CPOMS. If required, hard copies of concern forms can be found in the main office. Hard copies must be given to the DSL/Deputy/Assistant DSL in a sealed envelope marked with DSL/Deputy/Assistant DSL and 'private and confidential'.
- Advice may be sought from the DSL/Deputy/Assistant DSL, but the details of the concern should be recorded in writing. (See section 7.0 on records).
- The DSL/Deputy/Assistant DSL should consider the course of action to take:
    - o At all times the child's best interests must come first
    - o Risk assessment may be required. This should endeavour to view the risk as holistically as possible, involving others as relevant
    - o If the DSL/Deputy/Assistant DSL themselves need advice about whether a referral is appropriate, they can have an initial discussion on a 'no names' basis – this applies to both MASH (http://iscp.gg/article/118043/Advice-if-you-are-unsure), and The Convenor
    - o Wherever possible and appropriate, the child's views should be sought and taken into account when determining what action to take
    - o Concerns about a learner should ordinarily be discussed with parents/carers. However:
        - If the DSL/Deputy/Assistant DSL believes notifying parents/carers could increase risk, advice should first be sought from MASH
        - If it is alleged or suspected a parent/carer may have committed a criminal offence, the DSL/Deputy/Assistant DSL should consult the Police (Public Protection Unit) before making any contact with parents/carers
        - Wherever possible and appropriate, the child's views should be sought and taken into account when determining what action to take

    - o If a decision is made not to discuss concerns with the parents/carers, this should be recorded, with an explanation for the decision, and advised to MASH/the Convenor (as appropriate to the type of referral)

    - o If concerns are discussed with parents/carers but they do not consent to a referral that Forest School thinks is appropriate, this must be made clear to MASH/Convenor (as appropriate).

- Action may be:
    - Managing support for the child through internal Forest School mechanisms (e.g. pastoral support systems, medical policies, etc.)
    - An 'Early Help' referral (for emerging low-level family difficulties, with no suspicion of abuse), using the online Multi-Agency Referral Form (MARF) on http://ISCP.gg [also to be available on SIMS]

• A safeguarding referral to the MASH (if there is any suggestion that more significant support might be required, or any suspicion that the child is suffering or likely to suffer significant harm), using the online Multi-Agency Referral Form (MARF) on http://ISCP.gg [also to be available on SIMS. As much information as possible should be provided, and the record of concern should be attached to the form. (Or, if the child has a social worker, they should be contacted directly).
• A referral to the Convenor, if legal compulsion may support change and/or help keep children safe. Guidance about the Convenor can be found here: https://www.convenor.org.gg/content/referral-form

(In some cases, it may be appropriate to refer to both MASH and the Convenor.)

Where a referral is appropriate, the DSL should make it themselves, or support the concerned person to do so. A copy of the submitted form should be retained for Forest School records.

- If the concerned person believes that a referral is appropriate but is not made, they should discuss this with the DSL. If necessary, they can seek further advice on a 'no names' basis from MASH/Convenor and can consider making a referral themselves. The DSL must be informed of any direct referral as soon as possible.
- All concerns, actions, decisions and reasons should be recorded. Information should be held in a confidential file, with access limited to those members of staff who need it (files held electronically on CPOMS).

5.2 Child in Immediate Danger

If there is:

- **Concern that there is immediate danger -**
- **Danger to life or**
- **Risk of serious injury or**
- **A serious crime is in progress or about to happen.**

call the Police on 999 or 112 without delay. If the DSL/Deputy/Assistant DSL is not immediately available, the person should make direct contact themselves and advise the DSL as soon after as possible.

- Concern that a child is being mistreated and at risk of harm - Contact must be made with the MASH team as soon as possible on 01481 223182 or, if the matter is urgent and outside of office hours, the duty social worker on 01481 222222.

    - Anybody can make a MASH referral. If the urgency of the situation means that a concerned person has to make a referral direct, rather than go through the DSL, they must tell the DSL as soon after as possible. Telephone enquiries must be followed up in writing.

- Consent to share information is **not** needed if a child is suffering, or at risk of, serious harm.
- If the child is with the adult and there is significant concern for the child's welfare, the adult should not let the child leave their care.

5.3 What to Do if a Child Shares Information of Concern

If a child shares information about a safeguarding issue, the adult (staff member/volunteer) should:

Receive	**Reassure**
● Stay calm ● Listen ● Don't show shock ● Accept what the child says ● Find a comfortable place to talk	● Tell the child they have done the right thing ● Never promise to keep a secret ● Tell the child that they have to pass information on ● Alleviate any feelings of guilt ● Acknowledge the difficulty of telling ● Empathise
React	**Record***
● Not ask leading questions ● Not criticise the alleged perpetrator ● Not ask the child to repeat the information to someone else ● Explain what they (the adult) needs to do next and who they need to contact ● If information is about immediate abuse, not offer shower, bath or change of clothes ● Contact the DSL	● Write things down as soon as possible and complete 'Record of Concern' form ● Keep any original notes, even a scrap of paper or post-it note ● Use the child's own words ● Be factual, avoiding assumption or interpretation ● If appropriate, use a body map ● Make the child's views known ● Pass the completed record (signed and dated), plus any original notes, to the DSL

*Record on CPOMS. If required, hard copy of Concern Form in main office.

5.4 Concerns about the Conduct of a Person Working at Forest School, or about Forest School Safeguarding Practice

Concerns about:

- The conduct of a member of staff (including casual workers, agency staff etc.) or other person working at the school such as volunteers or contractors, regarding any child they have contact with in their personal, professional or community life, (see 5.4.1 below) or
- Forest School procedures/practice

must be reported without delay. This is in line with staff member Codes of Conduct. The States of Guernsey Whistleblowing policy (which extends to volunteers and contractors) is also relevant, particularly if the concerned person does not feel the matter is properly addressed.

5.4.1 Safeguarding Concerns and Allegations of Abuse Against Staff/Volunteers

All people working in/for States of Guernsey-maintained education establishments and supporting Education services are expected to demonstrate high standards of conduct in working with/around children.

Behaviour that generates concern can exist on a wide spectrum: from inadvertent/ thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to behaviour which is ultimately intended to enable abuse. Some safeguarding concerns may be relatively low-level, relating to behaviour that appears to be inconsistent with the person's code of conduct/the standards expected of their role.

Other cases may represent an allegation that someone may have:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Anyone who has a safeguarding concern about an adult working in or on behalf of the Forest School must report it to the Headteacher (or the Education LSO if the Headteacher is the subject of the concern). This is the case no matter how small the concern – even if it just generates a sense of unease, or a 'nagging doubt'. This includes if the conduct took place outside of work.

Staff members should not hesitate to raise concerns about others, but they are equally encouraged to be self-reflective and approach the Headteacher directly (self-report) about their own behaviour if at any time they:

- Have found themselves in a situation which:
    - Could be misinterpreted
    - Might appear compromising to others, and/or
- Believe they have behaved in such a way that they consider falls below the expected standards.

The Headteacher will consider reports in line with Education Office procedure. This ensures fair and consistent handling in a way that provides effective child protection, while also supporting the subject of the concern/allegation. Reports will be dealt with in the greatest possible confidence and regardless of the outcome, no detrimental action should be taken against anyone who makes a report in good faith.

Allegations against a teacher who is no longer teaching and historical allegations of abuse should be referred to the Police.

If the States of Guernsey:

- Terminates employment because someone has harmed a child
- Terminates employment because someone might have harmed a child otherwise

- Would likely terminate someone's employment for either of these reasons, but the person resigned first

it will (through the central HR section) refer that person to the DBS and any relevant professional body, as appropriate.

5.5 Allegations of Abuse against a Child: 'Child on Child[6]' Abuse

Children can abuse other children (sometimes known as 'child-on-child' abuse). Abuse can happen both inside and outside of Forest School, and online. It may include, but is not limited to:

- Abuse in intimate personal relationships between children
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse (for example, hitting, kicking, shaking, biting, hair pulling, etc.)
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Harmful sexual behaviour (HSB). Most children display a range of healthy sexualised behaviours as they grow up. However, some may display developmentally inappropriate, problematic or abusive sexual behaviour. This is harmful to the children who display it as well as the people it's directed towards. (More information available at: ISCP HSB information (local) and NSPCC Understanding sexualised behaviour in children. This may include:
  - Sexual harassment, such as sexual comments, stories, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse – see Appendix 2 (13.12)
  - Sexual violence – see Appendix 2 (13.12)
  - Causing someone to engage in sexual activity without consent
  - Upskirting (which typically involves taking a picture under someone's clothing - not necessarily a skirt - without them knowing. Anyone, of any gender, can be a victim.)
  - Sharing nude or semi-nude images/videos (also known as sexting or youth produced sexual imagery. This may be consensual or not).

There may be online elements to many of the above.

Staff and volunteers should be aware that:

- Even if there are no reports in Forest School, it does not mean that child-on-child abuse is not happening – it may simply not be being reported. In particular, in line with evidence from neighbouring jurisdictions, Forest School **will assume** that sexual harassment, online sexual abuse and sexual violence **is happening** in and around Forest School
- Any concerns regarding child-on-child abuse must be raised with the DSL team

[6] Previously known as 'peer on peer' abuse

- Abuse that occurs online or outside Forest School should not be downplayed and should be treated equally seriously
- Child-on-child abuse can manifest itself in many ways
- Gender can be a factor; for example, it is more likely that girls will be victims and boys perpetrators
- Issues associated with disability, ethnicity, gender, and sexual orientation may make it more difficult for some children to report abuse

Abuse is abuse and should <u>never</u> be tolerated. It is very important that staff challenge inappropriate behaviours between children. Downplaying behaviours, as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not reporting it.

The initial response is very important and can encourage or deter future victims from coming forward. Staff should reassure victims that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting child-on-child abuse, nor be made to feel ashamed.

It should be recognised that a learner harming another child could also be a sign they are themselves being abused.

To minimise the risk of child-on-child abuse, Forest School takes a whole-school approach:

- Provides a developmentally appropriate curriculum, including Personal, Social, Health, and Citizenship Education (PSHCE), Sex and Relationship Education, and On-line Safety which develops learners' understanding of acceptable behaviour, healthy relationships and keeping themselves safe
- Has relevant policies in place (e.g. behaviour policy, including measures to help prevent bullying)
- Encourages learners to recognise situations where the actions of other learners are causing harm, and not accept them - raising concerns as appropriate
- Has systems in place for any learner to raise concerns with staff, knowing that they will be listened to, believed and valued [provide examples of systems in place. Note: these systems must be well promoted, accessible and easily understood. Forest School should keep clear records of allegations.
- Develops robust risk assessments where appropriate
- Challenges any form of derogatory or inappropriate language or behaviour
- Is accepting of all religions, cultures, social identities and backgrounds.

If one child harms another, this should not necessarily be dealt with as abuse – in many cases it would be appropriate to deal with it under the behaviour policy (including relevant recording). When considering if behaviour is abusive, it is important to consider:

- If there is a large difference in power between the children concerned (for example age, size, ability, development)
- If the (alleged) perpetrator has repeatedly tried to harm other children
- If there are concerns about the intention of the (alleged) perpetrator

All instances that are considered to be abuse should be reported to the DSL, through the processes already set out earlier (sections 5.1/2). In considering action the DSL should:

- Undertake a risk assessment. These should be as holistic as possible, considering relevant different perspectives, and might include input from learners, families, services and subject area specialists, as appropriate. This is particularly important where concerns may not be limited to Forest School. Risk assessments should be recorded and kept under review
- Put support in place for all children involved – the victims, (alleged) perpetrators and others, as appropriate - with a named person they can talk to if needed
- Consider if restorative justice would be appropriate
- In the case of instances of harmful sexual behaviours, sexual violence or sexual harassment, the DSL should be aware of local processes and support available for these issues – ISCP HSB information - and staff trained on the Brook traffic light tool should use it to support response. Further general guidance for education settings is available in Part 5 of KCSIE (2024). There should be a zero-tolerance approach.

Referral to MASH etc. should happen for any allegation that raises safeguarding concerns, for example, where the alleged behaviour:

- Is serious / violent / potentially a criminal offence
- Could put learners in the Forest School at risk
- Involves learners being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting. Forest School should be aware of Education's guidance about sexting. Where there are images involved, staff must not view or forward them, but should rather switch the device off and retain it). Questions posed in the recording section of the ISCP HSB Operational Framework should be considered when completing an online Multi-Agency Referral Form for HSB matters.

In the case of allegations of abuse made against other children, Forest School should normally notify the parents/carers of all the children involved.

5.6 Cooperation with Other Agencies

In addition to taking action when concerns arise at Forest School, Forest School will cooperate in interagency safeguarding and child protection cases that have arisen through another agency. The DSL should coordinate action - sharing information, attending meetings, contributing to plans and taking action as may be necessary and, where appropriate, participating in formal ISCP audit and case reviews. Reports produced in response to requests from other Agencies/Services should follow the established Provision of Reports policy; reports should be fully completed and endeavour to present a clear view of the risks and harm, etc.

6.0 Confidentiality and Information Sharing

All safeguarding and child protection matters are confidential. However, information sharing is vital to safeguard and promote the welfare of children and young people. Staff and volunteers must be aware that data protection (the Data Protection (Bailiwick of Guernsey) Law 2017 and General Data Protection Regulation) is **not** a barrier to information sharing in the right context and situations. The ISCP Information Sharing Guidance provides detailed guidance.

- If a staff member / volunteer has concerns about a child's welfare, or believes they might be at risk of harm, they must share information as set out in this policy
- Education settings should share information as early as possible to help identify, assess and respond to risks or concerns about child safety and welfare
- Staff should never promise a child that they will not tell anyone about a report of abuse
- Education settings should normally discuss any concerns about a learner with parents/carers, including telling them where a referral is being made. However, if Forest School believes that notifying parents could increase the risk to the child (including if this could introduce unacceptable delay in a time sensitive situation), or exacerbate the problem, or lead to loss of evidence for a police investigation, advice should first be sought from MASH.

In all safeguarding matters:

- An appropriate level of confidentiality must be maintained, only involving those who need to be involved
- What is shared should be relevant, accurate and proportionate to the sensitivity of the information and the circumstances
- Security of information sharing must always be considered:
    - Conversations should take place in a way that means personal and sensitive information cannot be overheard
    - Any paper-based information should be enclosed in an envelope, clearly addressed to the intended recipient, marked as 'Private and Confidential, to be opened by the addressee only'
    - Electronic email sharing of sensitive child protection issues within the States of Guernsey, on a need to know basis, must be through Egress.

ESC's Data Protection Officer can assist with any queries about sharing personal information (data.protection@gov.gg or 01481 220012).

7.0 Records

All concerns, decisions made (including about if and with whom information is shared), the reasons for those decisions, and actions, should be recorded in writing.

All records should be factual, accurate, relevant, up-to-date, secure (accessible only to those who need to know), and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

Forest School uses CPOMS, a secure electronic safeguarding system, for its record keeping. As from September 2025 it is expected that all States-maintained settings will use the CPOMs system. For those staff/volunteers/visitors who do not have direct access to CPOMS, a Record of Concern Form can be found in the main office. It should be completed in full, put in a sealed envelope, clearly labelled for the attention of the DSL, marked as 'Private and Confidential, to be opened by addressee only' and given to the DSL. How child protection information is stored should be identified on the setting Information Asset Register (IAR). Appropriate access controls must be applied.]

The person who raised a safeguarding concern should not retain copies of records themselves – they should be passed to the DSL for appropriate storage.

Records should be retained in line with Education's Retention Guidance.

If in doubt about recording requirements, staff should speak to the DSL. Assistance can also be obtained from ESC's Data Protection Officer, on data.protection@gov.gg , or 01481 220012.

7.1 Safeguarding Concern Log

The DSL should record summary details of all safeguarding concerns raised at school in a confidential and secure log (CPOMS), to assist in keeping an overview of safeguarding across the school.

7.2 Child Protection File

Child protection information for an individual child should be held in a confidential file. This may be in a separate area of the learner record, or in a separate linked file (but with its existence indicated on the main learner record). The DSL is responsible for ensuring that files are kept up to date and held securely, accessed only by those that need to see them.

Each individual child protection file should include a summary chronology that is updated as events occur.

Child Protection Files are currently being transferred to CPOMS.

7.2.1 Transferring files

When children leave Forest School:

- The DSL should ensure their child protection file is transferred to the new school. This transfer should be done as soon as possible, **within five days** for an in-year transfer or **within the first five days** of the start of a new term. The DSL should also consider if it would be appropriate to share any information with the new education setting in advance of a child leaving, to enable support to be in place for when the child arrives.
- The file should be transferred separately from the main learner file, ensuring secure transit, and confirmation of receipt should be obtained. (If transferred by email, Egress should be

used). [If the setting holds files on a specialist electronic system (CPOMS) and the receiving setting does not use the same system, relevant information must still be transferred in a suitable way, as outlined above.]

- The Education Data Retention Policy includes further information, including process in specific circumstances such as when learners transfer out of the Bailiwick; become home educated or otherwise transfer outside the States-maintained system.

Where Forest School receives a child protection file in respect of a new joiner, the DSL should ensure key staff are aware as required.

8.0 Communication

It is important that the whole school community is aware of Forest School's commitment to safeguarding, and that everyone has a level of knowledge of responsibilities and the procedures, appropriate to their needs:

- Staff must be made aware of this policy and procedures through induction, annual refresh and training
- Children should be made aware of how Forest school can help them, pupils are supported to identify key adults who they are comfortable speaking to and receiving support from
- Parents/carers must be made aware of this policy when their child joins the school. It should also be on the website and available on request
- Key information can be found on the reverse of visitor badges, through the sign-in app for visitors and displayed around the school.

School should actively seek input from children and their parents/carers, including on safeguarding issues. Forest School does this through PLT, Rights Champions, parent's evenings, pupil and parent surveys.

Parents/carers are able to raise any issue with staff at school, at any time. Education Services' also has an accessible complaints procedure on the gov.gg website.

9.0 Monitoring and Review

There are a number of mechanisms in place to seek to ensure that Forest School is safeguarding its children as well as it can. Whenever any of these highlight areas that can be improved, these should be addressed without delay.

The DSL should:

On an ongoing basis

- Monitor staff compliance with this policy and procedures (including staff training completion/renewal, and reviewing how processes are being done)
- Keep individual cases under review, including those that have not met the threshold for referral and are being handled in-school, and open cases for any relevant learners who attend alternative provision away from the school site. Half-termly checks should be made to ensure any actions have been completed. These checks should be undertaken in liaison

with another relevant member of staff (for example, Deputy/Assistan DSL, class teacher or member of pastoral staff, as appropriate to individual cases) – this ensures reviews benefit from different perspectives, and also provides staff involved with support and opportunity for reflection. If a child's situation does not appear to be improving, the DSL has a duty to seek for actions to be re-examined. Any disagreement with another agency should follow ISCP guidance http://iscp.gg/article/118107/Resolution-of-Professional-Disagreements---Escalation-Policy.

At each review it should be considered whether the case needs to continue being actively monitored, or may be considered inactive for routine monitoring purposes. In cases of Early Help and where Children Services are involved, school should receive a clear indication when other agencies no longer need to be involved. However, it will often be appropriate to keep a case active for internal monitoring within Forest School, including active half-term review, for some time after (minimum three months). The decision to cease active routine monitoring, and when, must be a conscious one - consideration should include the nature and level of concern involved, the last time any issues were noted, and if there are outstanding actions, etc. Decisions to cease active routine monitoring should involve another relevant member of staff, and be documented. Any case should be re-activated if new concerns arise.

Annually

- Undertake appropriate audit of child protection and safeguarding practice. This should alternate between completion of the relevant Education Office/ISCP audit tool (year 1), and a targeted monitoring visit by officers from Education Inclusion Services (year 2). Results should help to guide system improvements and should be shared, as relevant, with interested parties such as the Governance Board and Education Office.
- Review in liaison with staff, other DSLs and the Education Office. (The DSL should also be involved with review of other school policies closely linked to safeguarding, ensuring a holistic approach.)

Additionally:

- Education Officers probe elements of the school's safeguarding practice during scheduled review sessions
- The Education Office's Head of Inclusion and Education Services oversees safeguarding and child protection across schools and services or as may otherwise be required
- Safeguarding is a key element of reviews by Forest school's Governance Board
- Forest School experiences periodic audit by the Committee *for* Health & Social Care
- Forest School's general safeguarding arrangements are reviewed through school inspections
- Acting on relevant feedback from child / parent/carer surveys

10.0 Particular Safeguarding Arrangements

10.1 School Life – Curriculum and Pastoral care

Forest School's ethos and pastoral care systems seek to ensure an environment in which children feel safe, secure, valued and respected, and confident to approach an adult if they (or their

friends) are in difficulties. Positive values are promoted through the curriculum and general school life. Children are taught about mutual respect and tolerance of others; the right to be safe, and about safeguarding issues, appropriate to their needs. This includes delivery of effective PSHCE (including relationship education), but also extends across the wider curriculum. Any off-site visits to enrich the curriculum (including exchange visits etc.) or visits by external providers, should be undertaken in accordance with Education policy.

During periods of suspension, alternative provision and other circumstances where a learner on roll is educated off-site Forest School remains responsible for safeguarding and appropriate staff should maintain sufficient contact to ensure pastoral elements and safeguarding responsibilities are fulfilled (frequency and nature of contact depending on the individual circumstances). In some cases, contact may be appropriate for children not attending school for medical reasons.

10.2 Missing Learners (including unexplainable and/or persistent absences from education)

Attendance and absence are closely monitored. There are clear school procedures in place and a designated Attendance Lead who works closely with the School Attendance Service.
In any case where the Attendance Lead has concerns about a child's welfare, these should be raised with the DSL.

When a child is absent without explanation, procedures for unauthorised absence are followed, the child's parents are telephoned by office staff to identify the reason for absence, this is then recorded o. This includes a first day response system to make contact with a learner's registered contacts. Where possible more than one emergency contact number is held for children. The DSL should monitor unauthorised absences.

All staff should be aware that children going missing, particularly repeatedly, can be a warning sign of safeguarding issues. Early intervention can help prevent a child going missing in future. If staff have concerns about a learner at any time, the child protection procedures should be followed, including referral to MASH and/or Police where appropriate. The unexpected absence of a child who is already the subject of child protection concerns should be notified to the child's social worker and Police straight away.

The Eduction Office should be advised if a child leaves the school without another school being named (including where it is intended to move to home education).

10.3 Online Safety & Digital, Photographic and Video Images

Forest School takes online safety seriously and follows Education policies: 'Online Safety Policy and Guidance on Sexting in Schools' and 'Use of Digital Images of Children and young People' and 'Artificial Intelligence (AI)'

Measures in place include:

- 'Acceptable Use' Agreements in place for children, staff and community users.
- Internet content filtering and monitoring on school devices and school networks monitoring undertaken by the DSL [settings should be clear on how to manage and react to system alerts, with setting procedures in place as appropriate].
- Regular review of school online safety and practice [As per the Education Improvement policy and expectations, the '360 degree safe' audit tool should be completed].
- Staff handbook identifying policy on the use of mobile technology.
- Regular training for staff on online safety issues is provided as part of specific eSafety training and also as part of the regular CP training.
- Training for staff on cyber security matters, in line with the States of Guernsey corporate training offer.
- Inclusion of relevant messages in teaching across the curriculum
- Ensuring that where staff/volunteers take images to support curriculum aims, only school-owned devices are used
- Consent is obtained for the use of photographs upon entry to the school and in regular updates. A list of those pupils who are not allowed to be photographed/ images used in certain ways is given to class teachers
- Parents/carers may take photographs or videos at a school event, but only for their private use. The audience is advised of this before each performance
- Communicating to parents/carers the importance of children being safe online and providing information to them about what school itself asks children to do online.

Forest School will follow guidance from the Education Office in any periods where learners have to learn (online) from home, rather than attend school.

10.4 Additional Learning Needs (previously knowns as Special Educational Needs)

Forest School's ALN Coordinator is Melissa Lowin. Our school works in accordance with the ALN Code of Practice. If there are concerns/reports of abuse involving a child with ALN, there should be close liaison between the DSL and ALN Coordinator.

10.5 Health and Hygiene

- First aid arrangements (equipment, trained staff) are based on a specific risk assessment. The school's First Aid Policy can be found on Google Drive – FOP Policies & Procedures.
- Health and safety audits take place in line with Education Office requirements.
- All accidents and near-miss incidents should be recorded, in line with Education procedure.

- Forest School works collaboratively with parents, children and healthcare professionals to support children with medical needs, in line with Education policy 'Medicines in Schools and Supporting Learners with Medical Needs'.
- Administration of medicines and intimate care procedures can be found in Google Drive – FOP Policies & Procedures.
- Forest School works to promote healthy lifestyles through both the curriculum and practical measures, including following Education policies on 'Food in Guernsey Schools' and 'Physical Activity'.
- Forest has it's own 'Our Approach & Guide to Food and Nutrition' and this can be found in google Drive - FOP Policies & Procedures.
- Forest School implements and encourages good routines around hygiene and premises cleaning.
- Forest School has a clear approach to the safe arrival at and departure of learners from the setting, which is communicated to parents/carers.

In times of any public health situation (e.g. communicable disease either in school or in the wider community) Forest School will follow the advice of Education Services and States of Guernsey health professionals (such as Public Health Services and the School Nursing Service.) At such times, the safeguarding policy should be reviewed and, where appropriate, revised (for example, creation of a temporary addendum).

10.6 Mental Health and Wellbeing

Forest School takes mental health and wellbeing seriously and follows Education policy 'Positive Mental Health and Wellbeing'. The Mental Health and Wellbeing Lead is Melissa Lowin.

Mental health issues can impact on a child's behaviour and education. They can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, or that they have experienced some other kind of trauma. If staff have a mental health concern about a child that is also a safeguarding concern, action should be taken to speak to the DSL, in line with this Safeguarding policy.

Staff who have become involved in safeguarding and child protection cases may find the situation stressful and upsetting. The DSL should support such staff. Staff may also access the Employee Assistance Programme. Should the DSL need support, they should seek it from their line manager or appropriate Education Inclusion Services officers.

10.7 Substance Misuse

All staff should be aware that behaviours linked to drug taking and alcohol abuse and other substance misuse put children at risk of harm. The Children Law identifies misuse of drugs or alcohol as one of the factors that can lead to a child being designated as 'at risk'.

Forest School follows Education policy 'Drug, Alcohol, Tobacco Education and Management of Drug Related Incidents' to ensure:

- Learners receive specific education to enable them to develop their knowledge, skills, attitudes and understanding about these substances
- Substance-related incidents are dealt with in a consistent way, engaging safeguarding processes as appropriate.

10.8 Physical Intervention

Forest School's approach to behaviour management should mean use of physical intervention is rare. Forest School follows Education's policy on 'Positive Handling' which sets out the framework for physical interventions when managing challenging behaviour. Such interventions are used only in the best interests of the learner and when they are used, everything possible is done to use only necessary, reasonable and proportionate force whilst preventing injury and maintaining the learner's sense of dignity.

Corporal punishment (any punishment in which physical force is used and intended to cause some degree of pain or discomfort) is not permitted in States of Guernsey education settings.

10.9 Children who have a Social Worker

The DSL should be aware of all children at Forest School who have, or previously had, a social worker. Children may have an allocated social worker because of safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSLshould raise awareness of this, and work closely with social workers so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

10.10 Children in Care (CiC) (previously known as 'Looked After Children')

The most common reason for children becoming cared for is as a result of abuse and/or neglect. Staff should understand that children in care (and children who have previously been in care) can be particularly vulnerable.

Forest School follows States of Guernsey guidance set out in 'Promoting the Education of Looked-After Children'. Appropriate staff should have information about a child's looked after status and care arrangements. Emma King has particular responsibility for promoting the educational achievement of children in care, and should liaise with the DSL and Education Inclusion Services' Education Development Officer (EDO) for Inclusion and CiC, for support and advice as may be necessary.

10.11 Domestic Abuse (Operation Encompass)

Forest School is part of Operation Encompass. This is a Police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the Police will share information about domestic abuse incidents with the DSL **prior** to the start of the next school day when they have been called to a domestic incident. Information is stored in line with all other confidential safeguarding and child protection information. (See section 13.8 for more information on domestic abuse.)

10.12 Private 'Foster' Arrangements

The Committee *for* Health & Social Care (HSC) has a duty[7] to ensure the well-being of children who are being cared for, outside of HSC arrangements, by someone who is not a close relative or guardian[8] (and a relative or guardian is not living at the same premises), for more than 28 days.

People who look after children like this are supposed to notify HSC but this might not always happen, often because they don't realise they need to. Most children living in private fostering arrangements remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, if staff become aware that a child may be living in a private fostering arrangement, they should notify the DSL. The carer should be encouraged to contact HSC direct, but the DSL should also liaise with MASH.

Appendix 4 provides additional information.

10.13 Site Access During the School Day

There are clear arrangements in place for visitors to Forest.

- Visitors must only access the building through the main entrance. Parents / Carers may use the rear gate for drop off and pick up at the start and end of the day.
- Anyone visiting the site must sign in/out at Reception.
- A check that the person who has arrived is who was expected, including check of ID where appropriate.
- Issue of a visitor lanyard and badge, to be worn while on the premises, which includes summary safeguarding detail. Lanyards and badges to be returned prior to leaving site. School staff to monitor lanyards and badges to ensure any discrepancy can be identified and rectified.
- Visitors to be aware of safeguarding information appropriate to their role on-site
- Visitors to be appropriately accompanied by staff in line with what they are doing, and whether they have had DBS checks, etc. (Headteachers should use their professional judgement about the need to escort/supervise temporary visitors who are not working/volunteering at the school, such as parents/carers attending an event. DBS checks should not be requested for such circumstances.)
- Staff to be aware to challenge unknown adults.
- Setting procedures for dealing with incidents involving abusive, threatening or violent adult visitors – as set out in the Managing Abusive and Aggressive Visitors policy and guidelines.

[7] Under the Child Protection (Guernsey) Law, 1972

[8] Parents, grandparents, brothers, sisters, uncles, aunts (whether full blood, half blood or marriage)

10.14 Premises Hire

The agreement to hire Forest School facilities includes safeguarding elements (such as safeguarding policies and procedures, and DBS checks for supervisors, appropriate to the activity/event. 1:1 coaching activities for children under the age of 18 is not permitted.)

If the school receives an allegation about an incident that happened when an individual or organisation was using the school premises to run activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the school safeguarding policies should be followed. It may, for example, require onward sharing to MASH. (Education Office procedure around managing safeguarding concerns and allegations should be referred to, as appropriate.)

Forest School runs a daily breakfast club and regular after school clubs. These are staffed by members of school staff and are run in line with relevant setting and Education policies, including Wraparound Childcare on School Sites.

11.0 Other Policies

There are safeguarding elements to many areas of life at Forest School. Other policies of particular relevance are as follows:

Forest Policies

- Learning & Teaching
- Curriculum
- Positive Relationships and Behaviour
- Anti-Bullying
- Computing & ICT
- PSHE
- eSafety
- Induction Procedures
- Induction procedures for volunteers
- Attendance Policy

States of Guernsey Policies

12.0 Appendix 1: Abuse and Neglect

The tables below give an introduction to the different types of abuse and neglect. The potential indicators listed may also arise as a result of conditions/events unrelated to abuse and so are not proof of abuse; however, they may give rise to a concern for closer consideration.

Physical Abuse

Most children collect cuts and bruises from daily life. Accidental injuries normally occur on the front of the body, e.g. on the bony prominences like shins. A person will generally (but not always) fall forwards, and may put their hands out to break a fall. Injuries on the soft areas of the body are more likely to be inflicted intentionally.

Examples of physical abuse include:

- Hitting
- Shaking
- Throwing
- Poisoning
- Burning / scalding
- Suffocating
- Drowning
- A parent/carer fabricating symptoms of or inducing illness in a child

Factors that should arouse concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Two simultaneous black eyes, with no bruising on the nose or forehead
- Bruises around the neck or behind the ears
- Damage or injury around the mouth
- Clusters of bruises – e.g. fingertip bruising (caused by being grasped)
- Bruises on the back, chest, stomach, buttocks or on the inside of the thighs
- Different age bruises in the same area
- Marks possibly indicating use of an instrument (e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle)
- Bite marks
- Burns or scalds with a clear outline (possibly indicating an instrument or object (e.g. electric fire, cooker, cigarette) or scalds with upward splash marks
- Large number of scars of different ages, particularly if there is also current bruising
- Untreated and/ or unexplained injuries, particularly if they are recurrent

In a setting, it is normal to ask about a noticeable injury. You must be concerned when:

- No explanation is given
- The explanation given does not match the injury
- The child (or the parent/carer) is secretive or evasive
- There is admission of punishment which appears excessive

You must also be concerned if the child:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves / long trousers during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Fears medical help
- Exhibits self-harming behaviours
- Shows deterioration in work
- Has an unexplained pattern of absences (may serve to hide bruises or other physical injuries)

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. This might involve:

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

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is usually perpetrated by people who are known and trusted by the child, e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. It is usually planned and systematic, and may include 'grooming' of the child in-person or online. Efforts may also be made to ensure potential adult protectors are not suspicious of the abuser.

Recognition may be difficult. There may be no physical signs that are obvious at the setting, so indications are likely to be behavioural.

Potential physical indicators	**Potential behavioural indicators**
● Tiredness, lethargy ● Complaints of genital itching or pain ● Wetting or soiling ● 'Love bites' ● Indicators of self-harming behaviours (e.g. deep scratches/cuts on arms, eating disorders) ● Phobias or panic attacks ● Pregnancy or Sexually Transmitted Infections (STIs) ● Unexplained gifts or money There may be other indicators that are not apparent at school.	● Sudden inexplicable changes in behaviour, educational performance or school avoidance ● Sexual knowledge inappropriate for ages, shown for example in drawings, play, vocabulary ● Sexualised behaviour in young children ● Sexually provocative behaviour / promiscuity / hinting at sexual activity in older children ● Depression / social withdrawal ● Overly-compliant behaviour ● Acting out, aggressive behaviour ● Secretive behaviour ● Onset of insecure, clinging behaviour ● Tendency to cry easily ● Poor trust in significant adults ● Regression to younger behaviour, e.g. thumb sucking, playing with discarded toys ● Arriving early at school, leaving late, running away from home ● Suicide attempts, self-mutilation, self-disgust ● Eating disorders ● Fear of undressing for PE or similar.

Emotional Abuse

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

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning
- Preventing the child from participating in normal social interaction or forming friendships
- Seeing or hearing the ill-treatment of another, e.g. domestic abuse
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- Exploitation or corruption of children, encouragement to engage in anti-social behaviour

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Signs which may indicate emotional abuse:

Potential developmental issues

- Delays in physical, mental and emotional development
- Poor educational performance
- Speech disorders
- Regressive development (e.g. regresses to a previous developmental stage when they felt safe)

Potential social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Extremes of compliance, passivity and/or aggression/provocation
- Insecure, clinging behaviour
- Poor social relationships

Potential emotional responses

- Fear of new situations
- Inappropriate emotional responses to painful situations
- Fear of parents being contacted
- Low self esteem
- Self-disgust
- Unusually fearful of adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression
- Fear of using computers / accessing email / using mobile technologies

Potential general behavioural indicators

- Acceptance of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Refusal to speak
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- Self-mutilation, self-harm
- Suicide attempts
- Drug/alcohol/solvent abuse
- Fear of carers
- Running away
- Compulsive stealing, scavenging e.g. other children's packed lunches
- Acting out
- Poor trust in significant adults
- Regressive behaviour (e.g. wetting)
- Sudden speech disorders
- Eating disorders
- Destructive tendencies
- Arriving early, leaving late
- Frequent lateness or non-attendance
- Arriving early at school, leaving late
- Frequent lateness or non-attendance at school
- Reluctance to use computers or mobile technologies/obsessive use of them

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs

Children who are neglected may develop more slowly than others and may find it hard to make friends and fit in with their peer group. They may also be bullied.

Potential indicators of neglect include:

Potential physical indicators	**Potential behavioural indicators**
● Underweight/failure to grow within normal pattern ● General failure to achieve developmental milestones ● Observed lack of appropriate food ● Constant hunger ● Constantly tired, listless, with no clear cause ● Hair loss ● Poor personal hygiene ● Inadequate and / or dirty clothing ● Unsuitable dress for weather ● Untreated medical problems ● Frequently unsupervised	● Low self-esteem ● Stealing or scavenging, especially for food ● Poor relationships with peers, isolated ● Destructive tendencies ● Frequent lateness or non-attendance ● Missing medical appointments

13.0 Appendix 2: Specific Forms of Abuse and Safeguarding Issues

This appendix is based on issues listed in KCSIE, amended to reflect local legislation and approach. In some circumstances there may currently be little concern about an issue in Guernsey. However, the starting point should be that it **could** happen here.

Whilst some links to further information are included in the below, KCSIE 2024 includes many others on pages 163-170, organised in categories. These obviously provide information relevant to the England/UK context, and have not been reviewed by Education, but may be of some interest/assistance

13.1 Child Abduction and Community Safety Incidents

Unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child (abduction out of jurisdiction, kidnap offences) can be committed by parents/carers or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. (Police are also able to act in situations where a child subject to a care order is kept away from the community.)

Staff should be alert to community safety incidents in the vicinity of an education setting, for example people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to their education setting on their own) it is important they are given practical advice on how to keep themselves safe - Guernsey Police can be contacted to assist. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

13.2 Children and the Court System

Children are sometimes required to give evidence for crimes committed against them or for crimes they have witnessed. Children may also be involved where child arrangements are made via the family courts, following separation.

Staff should recognise that, whatever the reason, involvement with court matters can be stressful for children.

13.3 Children Missing from Education (including unexplainable and/or persistent absences from education)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation. It

may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of honour-based abuse. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the unauthorised absence and children missing from education procedures.

The ISCP provides additional guidance for when children on the Child Protection Register go missing http://iscp.gg/article/118072/Missing-Children

13.4 Children with Family Members in Prison

Staff should be aware that children who have a parent in prison are at a greater risk of poor outcomes including poverty, stigma, isolation and poor mental health. The 'Hidden Sentence' is a training course that highlights the potential impact of a prisoner's custodial sentence on the wider family/children.

Guernsey Prison works in partnership with other local agencies in relation to safeguarding children affected by parental imprisonment. It provides a number of services under the 'Family Support' pathway, including ways to maintain contact and encouraging parents in prison to be creative in the ways they can continue to be involved and support their children despite being absent from the home environment. Examples of how a parent may be able to be involved with their child's education include:

- Parents in custody being able to attend parent/teacher appointments. This can be done either in person in The Cabin facility or via Microsoft Teams as an online meeting.
- Parents in custody being sent a copy of school reports or certificates of achievement etc.
- Storybook Mums/Dads
- Children bringing in examples of their school work, reading books or homework to complete with a parent during visit sessions.

Key staff have completed local 'Hidden Sentence' training to enable them to understand the potential impact of a prisoner's custodial sentence on the wider family/children and better support affected learners

13.5 Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE)

Both CCE and CSE occur where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or financial or other advantage for the perpetrator or facilitator and/or violence or the threat of violence. The victim may have been exploited even if the activity appears consensual. CCE & CSE does not always involve physical contact; it can also occur through the use of technology.

CCE and CSE can affect both male and female children, and can include children moved (trafficked) for the purpose of exploitation. Children can be exploited by adults (males and females), as individuals or groups. They can also be exploited by other children, who may themselves be

experiencing exploitation; where this is the case it is important that the perpetrator is also recognised as a victim.

Children who have been exploited will need extra support to help maintain them in education. The DSL should be aware of the local ISCP Multi-Agency Child Exploitation (MACE) Operational Framework that is in place. Other general information can be seen below:

13.5.1 Child Criminal Exploitation (CCE)

CCE could include children being forced to be involved in drug production, being coerced into moving drugs* or money (including in/out of Guernsey), forced to shoplift or pickpocket, or to threaten other young people.

* Staff may be familiar with the term 'County lines', which is used to describe gangs and criminal networks involved in exporting illegal drugs into importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'. Children can be targeted/recruited in a number of locations (including educational settings), or via social media. Children involved in moving drugs may be exposed to techniques as 'plugging', where drugs are concealed internally to avoid detection.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss education or do not take part in education.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same. However, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

13.5.2 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some

children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

13.6 Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery is available in English Government Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK.

13.7 Serious Violence

All staff should be aware of indicators that may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from education, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Risk factors that increase the likelihood of involvement in serious violence include being male, having been frequently absent or permanently excluded from their education setting, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from their education setting. These times can be particularly risky for young people involved in serious violence.

13.8 Domestic Abuse

Domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Anyone can be a victim of domestic abuse. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

Children and young people can be victims of domestic abuse. They may see, hear or experience the effects of domestic abuse at home where domestic abuse occurs between family members, but also experience it within their own intimate personal relationships (teenage relationship abuse). Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and young people – including impacting their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The ISCP provides additional guidance at http://iscp.gg/article/118116/Safeguarding-Children-Affected-by-Domestic-Abuse.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/

Safer – Guernsey domestic abuse charity: http://safer.gg/

As noted in the main policy, Forest School is part of Operation Encompass (see section 10.11 for more detail).

13.9 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents/carers, for example through their exclusion from the family home, and will require a different level of intervention and support.

Action for Children (Guernsey) provides, amongst other things, support for young people (aged 16-25) with housing and accommodation issues https://www.facebook.com/AFCguernsey/

13.10 Honour-Based Abuse (including Female Genital Mutilation and Forced Marriage)

'Honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding

procedures. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of child abuse with long-lasting harmful consequences. It will be rare for teachers to see visual evidence, and they should not examine learners.

A girl may request help directly if she is aware or suspects that she might be at risk of FGM. Otherwise, the following may be indicators of risk of FGM:

- A family indicates strong levels of influence held by pro-FGM elders involved in the bringing up of girls
- A girl/her family has limited integration within the local community
- A girl from a practising community is withdrawn from PSHE and/or Sex and Relationship Education
- A girl may mention that she is going to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A family indicates that they or a relative will take the child out of the country for a prolonged period and are evasive about why
- A girl is taken abroad to a country with high prevalence of FGM, especially during the summer holidays

The following may be indicators that FGM has occurred:

- Prolonged absence from their education setting
- Frequent need to go to the toilet
- Long break needed to urinate
- Urinary tract infections
- Noticeable behaviour change
- Talk of something that somebody has done to them, which they are not allowed to talk about
- Change of dress from tight to loose fitting clothing
- Menstrual problems
- Difficulty in sitting down comfortably
- Complaint about pain between their legs

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

13.11 Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school or college's safeguarding approach.

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology and radicalisation into terrorism. There are factors that can indicate concern – Designated Safeguarding Leads may find the following guidance published by the UK Government helpful: Managing risk of radicalisation in your education setting.

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection, with a referral made to the DSL.

Staff should engage in any relevant training identified as appropriate by the ISCP/Guernsey Police.

Educate Against Hate is a UK government website designed to support teachers and education leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

13.12 Child-on-Child Abuse – Harmful Sexual Behaviour: Sexual Violence and Sexual Harassment

As set out in the main policy document, children can abuse other children – 'child-on-child' - and can take many forms. The supplementary information below focuses on harmful sexual behaviour and sexual harassment.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is 'harmful sexual behaviour' (HSB).

ISCP documents on HSB give information on local processes and support and general information can be found at NSPCC Understanding sexualised behaviour in children.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Trained setting staff can use the Brook traffic light tool to support response in cases of HSB.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age (including primary) and sex. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who suffer sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the child who has allegedly displayed the harmful sexual behaviour attends the same education setting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that evidence shows girls, children with ALN and LGB children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys', and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

For the purposes of this document, sexual violence includes:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assaul**t: A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Sexual Coercion**: A person (A) commits an offence if: they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

(Definitions in line with the Sexual Offences (Bailiwick of Guernsey) Law, 2020)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 cannot consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual harassment

In this document, sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline, and in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.
Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- Displaying pictures, photos or drawings of a sexual nature, and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - Non-consensual sharing of nude and semi-nude images and videos (Taking and sharing indecent images of under 16s is an offence under the Sexual Offences (Bailiwick of Guernsey) Law, 2020)
    - Sharing of unwanted explicit content
    - Sexualised online bullying
    - Unwanted sexual comments and messages, including on social media
    - Sexual exploitation, coercion and threats and Upskirting

Upskirting
'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone, of any gender, can be a victim. This falls under 'Voyeurism' in the Sexual Offences (Bailiwick of Guernsey) Law, 2020.

The response to a report of sexual violence or sexual harassment
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning and effective training provide the foundation for a calm, considered and appropriate response to any reports.

Further detailed advice can be seen in Part 5 of 'Keeping Children Safe in Education 2025'.

13.13 Fabricated or Induced Illness (by Parent/Carer)

This is where a parent/carer makes a child ill, or pretends they are ill. It is a relatively rare form of child abuse with potential for serious harm (physical and emotional).

Parents/carers may:

- Fabricate signs and symptoms of illness, including fabrication of past medical history
- Induce illness by a variety of means
- Falsify documents, hospital charts and records, and specimens of bodily fluids.

Some factors that may indicate that a child may be at risk of harm include:

- Frequent and unexplained absences from their education setting, particularly from PE lessons
- Regular absences to keep a doctor's or a hospital appointment where the child is not known to have an underlying chronic illness or disability
- Repeated claims by a parent/carer that a child is frequently unwell and requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which staff have not themselves noticed, for example, headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

More information can be found in https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/ and Perplexing Presentations (PP)/Fabricated or Induced Illness (FII) in children – guidance - RCPCH Child Protection Portal. It is expected that local guidance will be published during academic year 2025-2026, which will be signposted to DSLs when it is available. HSC has a 'Child and Adult Safeguarding Named Nurse' who can be contacted should health guidance be required.

13.14 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

14.0 Appendix 3: Children 'In Need' and 'At Risk'

The below is from the Children (Guernsey and Alderney) Law 2008. Please note that the definition for a child at risk is expected to change in 2026. The applicable definition in force at any point in time can be found by looking at the consolidated version of the 2008 Law on the Guernsey Legal Resources website.

Under the Children (Guernsey and Alderney) Law 2008:

A child is in need if: (section 23)

(i) he, or his family, requires the provision of additional services to enable him to achieve or maintain a reasonable standard of health or development,

(ii) his health or development is likely to be significantly impaired, or further impaired, without the provision of additional services,

(iii) he is disabled, or

(iv) he is, or is likely to be, adversely affected by the disability or illness of a parent or another member of his family without the provision of additional services

("**Additional services**" means services which are additional to the health, social, child care and educational services normally provided by the States to, or in respect of, any family or child)

A child is at risk if there is reasonable cause to believe that[9] (sections 23b and 35)

(a) there is, or appears to be, no person able and willing to exercise parental responsibility in such a manner as to provide the child with adequate care, protection, guidance or control, **and**

(b) at least one of the conditions referred to in subsection (2) is satisfied, in respect of that child.

(2) The conditions for the purpose of subsection (1) are, that on a balance of probabilities

(a) the child has suffered, or is likely to suffer, significant impairment to his health or development,

(b) the child has suffered, or is likely to suffer, sexual or physical abuse,

(c) the child has –

(i) misused drugs or alcohol, or

(ii) deliberately inhaled a volatile substance,

(d) the child is exposed, or is likely to be exposed, to moral danger[10],

(e) the child –

(i) has displayed violent or destructive behaviour and is likely to become a danger, to himself, or others, or

(ii) is otherwise beyond parental control,

(f) the child, being of 12 years of age or more, has committed –

(i) a criminal offence, or

[9] grounds exist in respect of that child for compulsory intervention under Part VII

[10] There is no legal definition of 'moral danger'. Education professionals can contact the Convenor for a general discussion on the circumstances of a case if they have queries as to whether this criterion might apply

(ii) what would be a criminal offence if the child had the necessary capacity, or

(g) the child (being under the upper limit of the compulsory school age) is failing to attend school without good reason.

15.0 Appendix 4: Private 'Foster' Arrangements

- Private fostering describes certain situations when a child is cared for by people who are neither close family members nor approved foster carers. Privately fostered children are a particularly vulnerable group and the law regulates the arrangements to ensure that such children are safe and properly cared for.
- A care arrangement will be a private fostering arrangement when a child is cared for, and provided with accommodation, by an adult who is not a parent, close relative or legal guardian[11][1], for 28 days or more in Guernsey or Alderney. (For children over 16 years, that care must have commenced before the child was 16 years of age).
- The law[12][2] places a duty on individuals who are privately fostering a child to notify the Committee for Health and Social Care (HSC) of that arrangement in advance and a corresponding duty on HSC to satisfy itself as to the wellbeing of that child. Failure to provide the notification is an offence and the individual may be liable to a fine or imprisonment for a term not exceeding six months or to both. HSC has powers to impose conditions and prohibit private fostering arrangements.
- A privately fostered child is not looked after by the States and private foster carers do not hold parental responsibility. Usually a birth parent chooses and arranges a private foster placement. Private fostering situations could involve children being sent to Guernsey or Alderney by birth parents living overseas, children living with a friend's family as a result of separation, divorce or arguments at home, teenagers living with the family of a boyfriend or girlfriend, or children whose parents' work or study involves unsociable hours which make it difficult for them to use ordinary day care or after school care.
- Many private foster carers fail to notify HSC of such arrangements (often because they do not realise they need to). This leaves the children outside of the statutory framework in place to ensure the well-being of such children. Professionals in the education, health and social care fields have a shared responsibility to work together to identify such arrangements and to ensure that any privately fostered children are notified to HSC. If a staff member becomes aware that a child may be living in a private foster arrangement, they should notify the DSL so that this can be further considered. The carer should be encouraged to contact HSC direct, but the DSL should also liaise with MASH. By doing so the DSL may help to ensure that the welfare of the child(ren) concerned is safeguarded and promoted.

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[11][1] Parents, grandparents, brothers, sisters, uncles, aunts (whether full blood, half blood or marriage)

[12][1] The Child Protection (Guernsey) Law, 1972, as amended

16.0 Appendix 5: Guide to the Role of Designated Safeguarding Lead (DSL) / Deputy / Assistant DSL

SUMMARY

[The DSL must be a senior member of the school leadership team. The fact that they hold the DSL role should be clear in their job description.]

The DSL takes the lead responsibility for safeguarding and child protection (S&CP) (including online safety) at their school. The role carries a significant level of responsibility and the holder should be given the additional time, funding, training, resources, supervision and support they need to carry out the role effectively.

Whilst the activities of the DSL can be delegated to appropriately trained 'deputies', the ultimate lead responsibility for S&CP remains with the DSL , this lead responsibility should not be delegated.

Deputy/Assistant DSLs
Where the education setting has one or more Deputy/Assistant DSLs, they should be trained to the same standard as the DSL. The role should be included in their job description.

MAIN DUTIES AND RESPONSIBILITIES

Availability
During term time the DSL (or a Deputy/Assistant) should always be available during school/college hours, for staff to discuss any safeguarding concerns. Whilst generally speaking the DSL (or Deputy/Assistant) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to consider whether in exceptional circumstances availability via phone or other communication method is acceptable. If an emergency situation arises outside of term-time that requires direct input from school, the DSL/Deputy/Assistant may be contacted for assistance (for example, about providing a report or suitable attendance at an urgent meeting).

It is a matter for individual schools/colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term setting activities.

Responding to safeguarding concerns and managing referrals
The DSL/Deputy/Assistant is expected to:

- Refer cases of suspected abuse and neglect to the Multi-Agency Support Hub (MASH) (or social worker if a child already has one), and support other staff who make referrals
- Refer cases where a crime may have been committed to the Police as required
- Refer cases of emerging low-level family difficulties (no suspicion of abuse) to MASH for 'early help' (and/or support other staff who make referrals)
- Refer cases to the Convenor where legal compulsion may support change and/or help keep children safe
- Monitor any cases where there have been safeguarding concerns and act to seek reconsideration if the child's situation does not seem to be improving

Working with others

The DSL/Deputy/Assistant is expected to:

- Act as a source of support, advice and expertise for all staff
- Seek advice as required from the Education Office's Lead Safeguarding Officer (ELSO)
- Act as a point of contact with MASH, the Police, the Convenor and relevant other local agencies. This includes acting as the 'Key Adult' for Operation Encompass. In the case of a Police investigation (where the child is a suspect) the DSL should be aware that the child should have an 'Appropriate Adult'
- Liaise with the Headteacher/Principal and ELSO to inform them of issues, as appropriate
- As required, liaise with the 'case manager' in cases where there has been an allegation of abuse against a staff member
- Liaise with staff (for example, teachers, pastoral staff, school nurses, IT Technicians, Mental Health Champions and ALNCOs) on matters of safety, safeguarding and welfare, and when deciding whether to make a referral
- Promote supportive engagement with parents/carers in respect of safeguarding matters
- Attend, or ensure other appropriate staff attend, child protection conferences, Child in Need (CIN) Meetings, strategy meetings and other inter-agency meetings, as required
- Liaise with other agencies working with a child, sharing information as appropriate to the circumstances and contributing to assessments
- Attend all Island DSL meetings, to share practice

Training, knowledge and skills

In respect of their own training, knowledge and skills, the DSL/Deputy/Assistant should:

- Undergo formal training, as determined by the ISCP and Education. Training should be updated in line with the organisations' recommendations – currently every three years for the full ISCP Level 3 Safeguarding Children & Young People course, plus at least one other formal ISCP Level 3 specialist training course each year, relevant to the cohort of learners.
- Refresh their knowledge and skills informally at regular intervals, and at least annually. (For example, through e-bulletins, meeting other safeguarding leads, or reading about and digesting safeguarding developments). The DSL/Deputy/Assistant should be supported to obtain access to resources and attend any relevant or refresher training courses

Training should give the DSL/Deputy/Assistant the knowledge and skills to:

- Build a good understanding of their own role, the ISCP Threshold Framework, processes, procedures (including Child Protection Conferences and CIN Meetings) and responsibilities of other agencies, including the Convenor's Office
- Identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the education setting (including children that may be more vulnerable to, for example, online bullying, grooming and radicalisation, such as those with ALN)

In respect of the training, knowledge and skills of others, the DSL/Deputy/Assistant should:

- Link with the Education Office and the ISCP to make sure staff and volunteers complete the specified training and are aware of any training opportunities
- Ensure accurate records are kept for staff and volunteer training, and that training is completed and repeated as required
- At least annually, provide updates to staff and volunteers regarding S&CP matters and arrangements. This should include ensuring that they are satisfied that staff and volunteers have a good understanding of the S&CP policy, and seek staff signature against the policy on an annual basis.

Raising Awareness

The DSL/Deputy/Assistant should:

- Ensure the school/college's S&CP policy and procedures are known to and understood by all staff/volunteers (including introduction at induction for new joiners)
- Ensure the policy is available publicly so parents are aware that referrals about suspected abuse or neglect may be made, and the role of the education setting in this. (For example, setting website and other appropriate means.)
- Ensure that other people working on site are aware of S&CP arrangements and actions to take if necessary
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Raise awareness of the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, so that this is understood by senior leaders and staff and reflected in relevant policies (for example behaviour)
- Promote educational outcomes by knowing the welfare, S&CP issues that children in need are experiencing/have experienced, and the impact these might have on children's attendance, engagement and achievement at school. Take lead responsibility for:
    - Ensuring the school/college knows which children currently have an allocated social worker and who that is, understanding their academic progress and attainment, and maintaining a culture of high aspirations for them
    - Supporting teaching staff to feel confident to provide additional support or reasonable adjustments to help children who are known to Social Services and who have (or have had) an allocated social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- In line with the UNCRC, ensure that there is a culture of listening to children and taking account of their views and feelings, among all staff, and in any measures the school or college may put in place to support, develop and protect them

Understanding the views of children

The DSL/Deputy/Assistant should:

- Seek the views of children on measures the education setting may put in place to protect them
- Understand the difficulties children may have in approaching staff about their circumstances and consider how to build trusted relationships to help communication

Online safety

Responsibilities are set out in the Online Safety policy. These include, but are not limited to:

- Ensuring effective IT filtering and monitoring systems are in place, and checking and responding appropriately to flagged activity
- Reviewing setting online safety and practice

Safeguarding and child protection information (including the child protection file)

The DSL/Deputy/Assistant is responsible for:

- Understanding the importance of information sharing to support children when there are S&CP matters, and the duty they have within the law
- Being familiar with relevant data protection legislation and guidance, including the Data Protection (Bailiwick of Guernsey) Law 2017, General Data Protection Regulation and the ISCP Information Sharing Guidance
- Keeping detailed, accurate, up-to-date and secure written records of concerns, discussions and decisions, including the rationale for decisions. This includes where referrals are not made. Records should be separate to the main learner file, and retained in line with Education's retention guidance
- Ensuring that S&CP information is only shared with those who need it, and that sharing is secure and in-line with Education and States of Guernsey policy and guidance
- Ensuring that when a child with a child protection file leaves school/college, the file is transferred to the new school/college as soon as possible (and within five days for an in-year transfer or within the first five days of the start of a new term). The file should be transferred separately from the main learner file, with secure transit, and confirmation of receipt obtained. The DSL should also consider if it would be appropriate to share any additional information with the new school/college in advance of a child leaving, to help the new school/college have in place the right support for when the child arrives
- When receiving a child protection file for a new joiner, ensuring key staff at school/college are aware

Quality assurance – Review, monitoring and audit

The DSL/Deputy/Assistant should:

- Ensure the school/college S&CP policy and procedures are reviewed annually (as a minimum), seeking input from other staff and the Education Office and services as appropriate
- Contribute to the review of other school/college policies with a close link to S&CP
- Keep open safeguarding cases under review, including half-termly checks undertaken in liaison with another relevant member of staff, always being alert to the potential need to re-consider approach if there is no improvement
- Consider, in liaison with another relevant member of staff, when a case may be considered inactive for routine monitoring purposes, documenting this decision (but ensuring it can be re-activated should new concerns arise)
- Monitor staff compliance with policy and procedures on an ongoing basis
- Undertake appropriate annual audit/examination of child protection and safeguarding practice. This should alternate between completion of the relevant Education Office/ISCP audit tool (year 1), and a targeted monitoring Visit by officers from Education Inclusion Services (year 2).
- Complete the annual Education Office/ISCP audit, involving/reporting to other school/college senior leaders (and other parties) as appropriate)

- Take lead responsibility for remedying any deficiencies and weaknesses identified in S&CP arrangements

17.0 Appendix 6: School Forms

Safeguarding/Child Protection
Record of Concern about a Learner

Date of record		**Date & time of any incident**	

Details of the child involved:			
Name			
Year/Class		**DoB (if known)**	

Details of the person raising the concern (the 'referrer')	
Name:	
Role:	

Details of concern	
What? Why? Who? When? Where? Be concise and factual Include details of witnesses. (Use initials for other children unless a specific need to name them in full) Attach body map if appropriate (take advice from DSL)	

Signature of referrer	

Pass this record of concern to the Designated Safeguarding Lead (DSL) (or Deputy/Assistant DSL, in the DSL's absence), as soon as possible.

- If you are passing this form to them on paper, put the form in a sealed envelope, clearly labelled for their attention, marked as 'Private and Confidential, to be opened by addressee only',
- If you are emailing this form to them, use Egress

DSL/Deputy/Assistant DSL actions to be recorded on the next page

Action by DSL/deputy DSL

Details of the person receiving the report of concern	
Name:	
Role:	

Date received	

Action taken	
Advice sought? (Who from, when? Summarise advice received)	
Is the learner aware that a concern has been raised? Provide an overview	
Concern discussed with parent/carer? If no, state reasons. If yes, summarise discussion	
Referral being made? <u>If yes:</u> To who, date? Do you have parent/carer consent? (If you don't, make clear in the referral) <u>If no:</u> State what other action is being taken, and why	

Feedback to referrer	
What, date?	

Outcome of any referral made	
Include brief note of outcome of any referral made. Any actions for setting, dates?	

Additional relevant notes

Signature of DSL/deputy		**Date**	

Body Map

Body Maps should be used to document and illustrate visible signs of physical injuries. At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment which should also be recorded on the body map.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

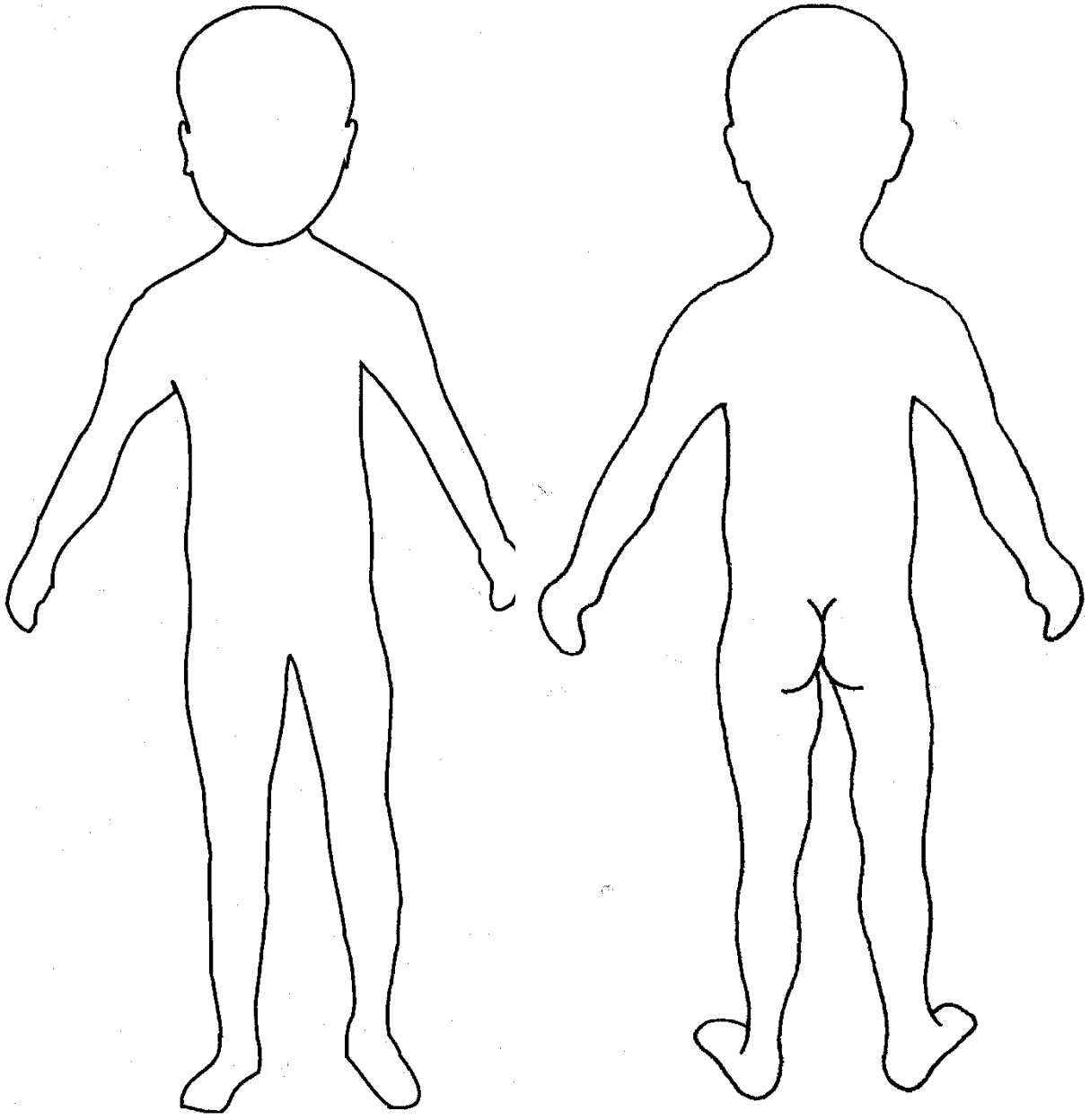
Importantly the date and time of the recording must be stated as well as the name of the person making the record who must also sign the body map. Add any further comments as required.

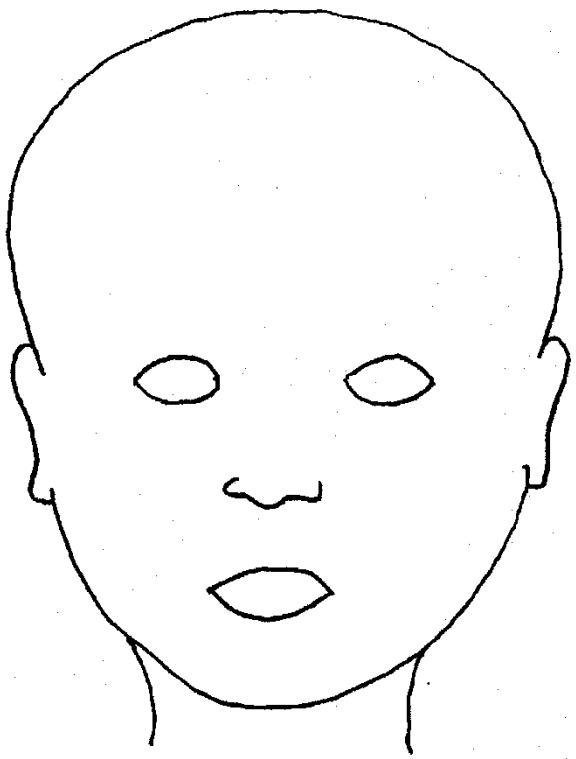
A copy of the body map should be attached to the form and stored in accordance with the same protocols.

Body Map: (This must be completed at time of observation)

Use a black pen (never a pencil) and do not use correction fluid or any other eraser

Name of Child:	Date of Birth:
Name of Staff Member:	Staff Signature:
Date and Time of Observation	





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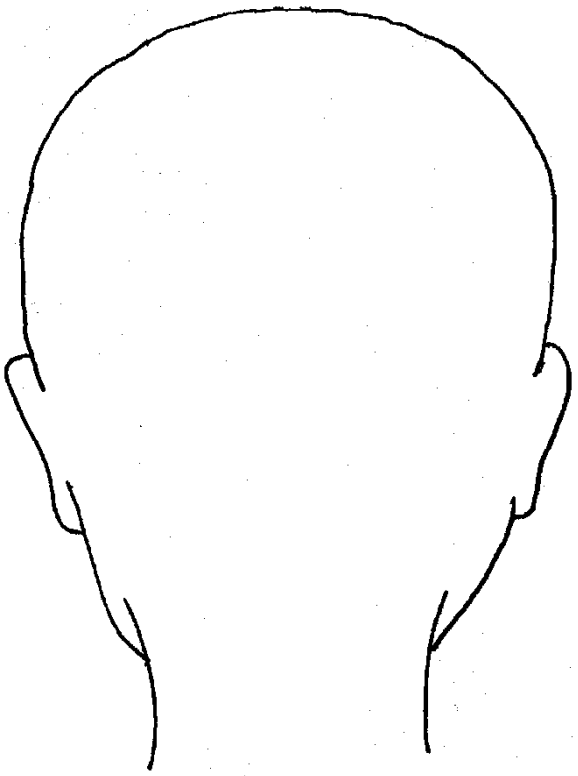

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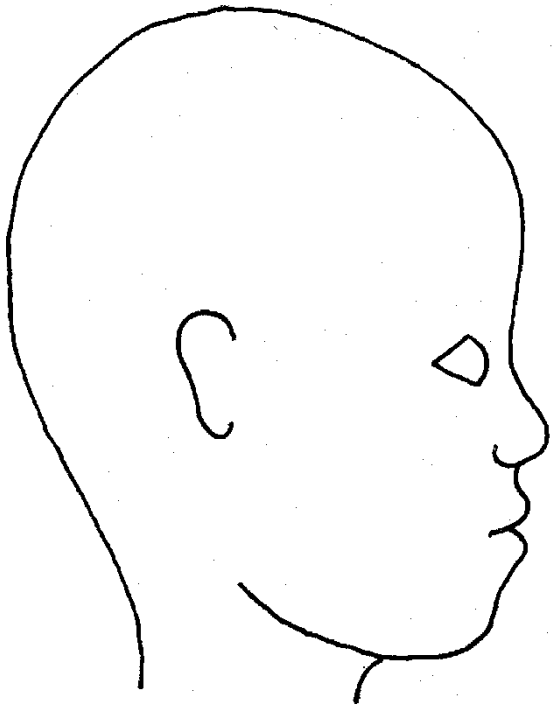

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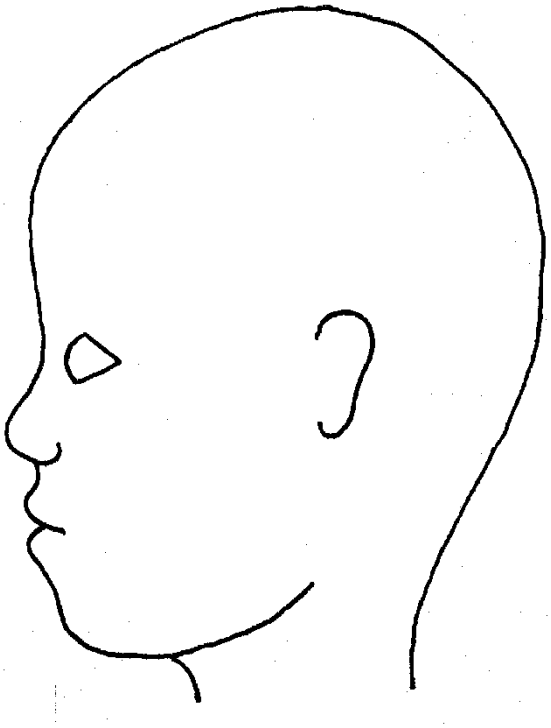

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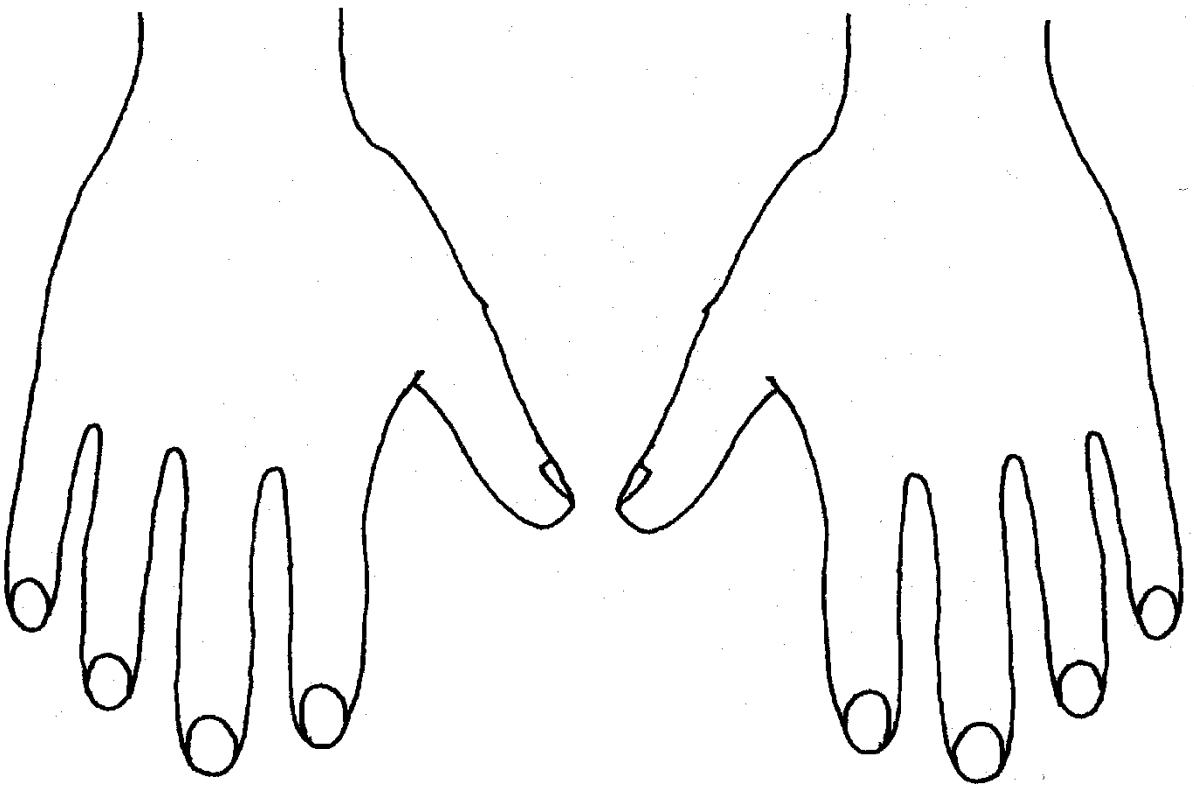

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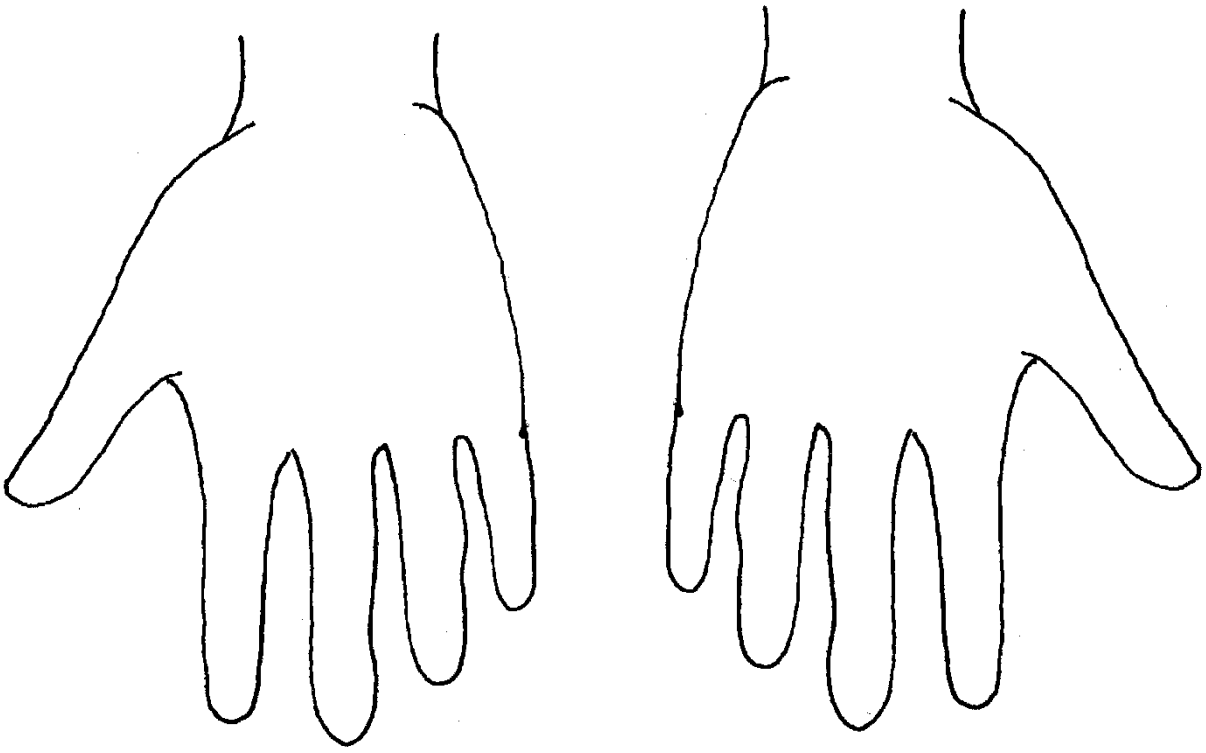
BACK



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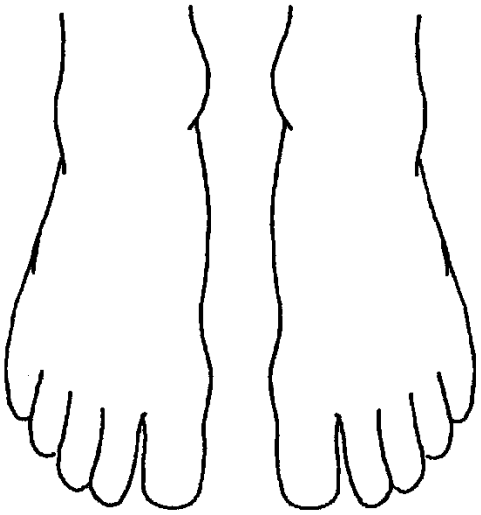

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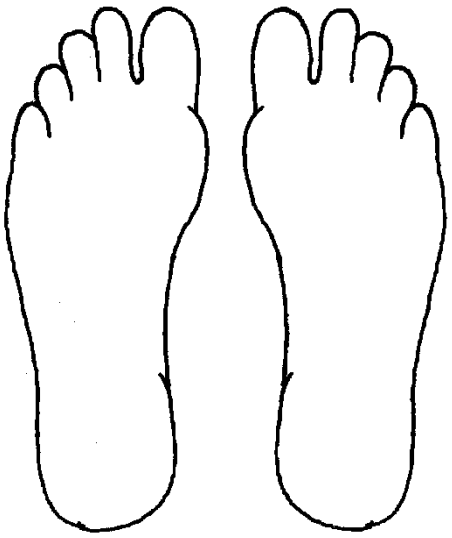

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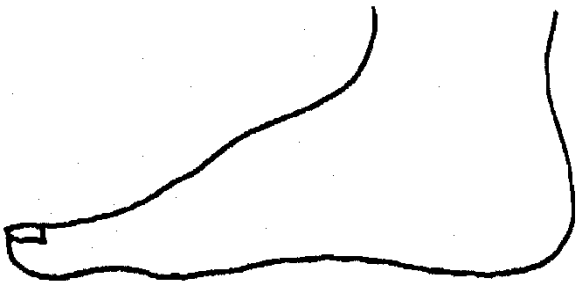

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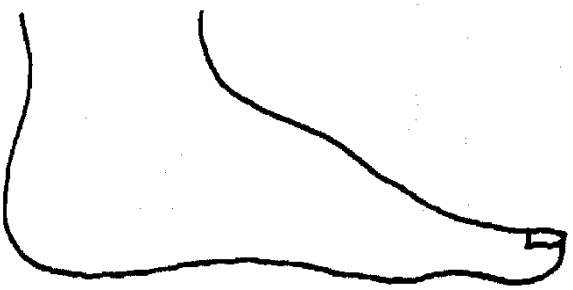

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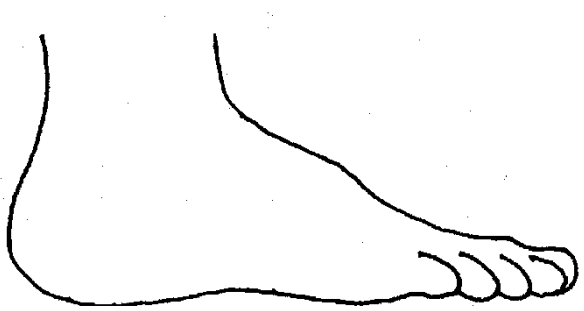

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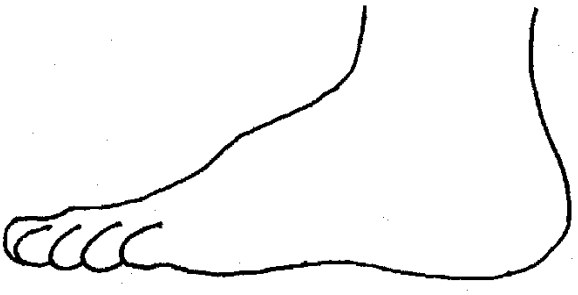

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