

SAFEGUARDING (CHILD PROTECTION) POLICY

Purpose of policy

St Michael's is committed to helping children achieve good outcomes by providing a safe learning environment to enable them to access all available services to achieve the most of their life chances.

The School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential
- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home and at school.
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns. All staff expected to complete safeguarding courses as predetermined by the Headmaster.
- Teaching children to keep themselves safe and ensuring they know who to approach for help
- Promoting partnership by working with parents/carers and professionals

Roles and responsibilities

The School will safeguard and promote the welfare of pupils by:

- Working in partnership with parents/carers in the best interests of children and young people
- Working in partnership with Children's Services and other agencies in a cooperative and integrated way to provide services and reduce risk of harm for children
- Supporting those children and families who are in need of protection
- Managing allegations against members of staff and volunteers
- Ensuring safeguarding and child protection policies are regularly monitored, reviewed and updated where necessary.
- Reviewing related school policies around pupil welfare, such as attendance, behaviour and bullying are in place to support the wider safeguarding of pupils.
- Annually reviewing knowledge about safeguarding policies and procedures for those working at the school.
- Ensuring school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers.
- Monitor all staff training/update training with regard to safeguarding and child protection at least every 3 years. (Yearly in the Nursery Provision)
- All staff are regularly trained at a level appropriate to their responsibilities and are required to undertake online safeguarding training at least once a year. The leadership further ensures that face to face training is undertaken and delivered by the local safeguarding board.
- The DSL training is at a higher level and involves inter agency working. This training is undertaken at least every two years.
- Taking action where any weaknesses or gaps in child protection or safeguarding policy and practice are identified within the school.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities.
- Ensuring all those working at the school are made aware of the Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities.
- Ensuring other organisations or individuals using the school premises to provide extended,

voluntary or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

The following statement will, where possible, be included on recruitment/school website, advertisements, job descriptions, candidate information packs etc.

St Michael's is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Underpinning principles

- The United Nations Convention on the Rights of the Child states that: *the welfare of the child is paramount.*
- It is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children and young people.
- Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.
- All those working with children and young people have a responsibility to promote inter-agency cooperation to promote the welfare of children.
- This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.

Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The School will:

1. Make parents aware of the school statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary by making available the 'Safeguarding/Child Protection' Policy on the school website.
2. Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.

Responsibilities of the Governing Body

The Governing Body will:

1. Nominate a governor responsible for safeguarding: Jurat Jill Clapham
2. Ensure that the school's policy and safeguarding procedures are reviewed by the governing body at least annually.

Responsibilities of the Headmaster

Safeguarding covers a broad agenda and aims to achieve the following:

1. Protecting children from maltreatment.
2. Preventing impairment of children's health or development.
3. Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
4. Undertaking that role so as to enable children to have optimum life chances so that they may

- enter adulthood successfully.
5. Safeguarding is a *preventative agenda* that helps children achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.
 6. Staff are fully aware of the school's safeguarding and child protection policies and that these policies are fully implemented.
 7. All staff have a good understanding of their role in the identification and referral of safeguarding concerns.
 8. Ensuring that the school has a senior 'Designated Safeguarding Lead' (DSL) (Matron) to take on lead responsibility for child protection issues and an identifiable deputy (Headmaster).
 9. The DLS (Matron) is given sufficient time and resources to carry out her responsibilities and the school accords her the necessary status and authority to fulfil her role.
 10. Appropriate staff (generally the DSL - Matron) are released to attend Child Protection Conferences, Core Group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school.
 11. Safer recruitment practice is followed whenever recruiting to posts, paid or unpaid including volunteers.
 12. The school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice.
 13. Appropriate action is taken whenever an allegation is made against a member of staff and the Headmaster and / or Bursar DSO (Designated Safeguarding Officer) is contacted and informed as soon as possible.
 14. Safeguarding issues are brought to the attention of the DSO and/or Education Department Professional Partners.
 15. The School's Safeguarding policies and practices are reviewed annually.

Safeguarding children and young people

In line with UK Department for Education "*Keeping children safe in education; Statutory guidance for schools and colleges*" (2016), "*Working Together to Safeguard Children*" (2015) and "*The Prevent Strategy*" (2015) this guidance sets out how schools and colleges should work together to safeguard children, including:

- Ensuring vulnerable children get early help before problems escalate and providing more robust interventions such as child protection where needed
- Identify and assessment of child's needs in a timely manner as problems emerge
- Make appropriate referrals where children may be in need of protection or there are child protection concerns and understand the process of making a MASH Enquiry
- Sharing information and working in an integrated way to ensure a coordinated response from agencies to support families and meet the child's needs
- Ensuring children are taught strategies to keep themselves safe online e.g. Gooseberry Planet teaching resource

Inter-agency working:

School recognises its duty to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention. The school will follow the local Safeguarding Board procedures.

To achieve this, St Michael's will:

- Lawfully share information with agencies in order to ensure pupils receive appropriate services and are appropriately safeguarded.
- However, confidential information about a child should never be used casually in conversation or shared with any person. Data should only be shared with third parties if it is permitted under the provisions of the Data Protection (Jersey) Law 2005.
- School professionals recognise the fundamental role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings – Initial and Review Child Protection Conferences and Core Group meetings (usually Matron DSL).
- As soon as concerns are identified or raised about a pupil, school staff should inform their Designated Safeguarding Lead. In the event that they are unavailable, the Headmaster must be informed.
- The Designated Safeguarding Lead (Matron) can seek support or guidance from the MASH Decision-maker, who is a Senior Practitioner, or the Education Department's Designated

Safeguarding Officer when they require further guidance relating to safeguarding practice or the safeguarding of pupils. This is particularly relevant when there are complex circumstances and/or ambiguity around informing parents of a MASH Enquiry

- The Designated Safeguarding Lead will make the MASH Enquiry; in their absence the Headmaster or deputy will complete the enquiry in partnership with the reporting adult in order that an accurate account and information can be recorded

MASH Enquiry/referral:

The Designated Safeguarding Lead (Matron) will decide whether to make a MASH Enquiry following a discussion with the member of staff who has raised concerns and the Headmaster.

If there is any doubt about whether concerns raised meet the thresholds for a MASH Enquiry, the Designated Safeguarding Lead should contact the MASH Co-ordinator to obtain advice on how to proceed.

- **Parental consent must be sought prior to the enquiry being made, unless seeking consent would place the child at risk of further harm.**
- **If parents do not consent**, but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, the MASH Enquiry must still be made in absence of 'parental agreement' and the parent made aware.
- If the child already has an allocated Social Worker, school should speak to their Social Worker and make them aware of your concerns and record these. The MASH Decision-maker will acknowledge all enquiries within 24 hours and inform the referrer of what action will be taken
- Where the child has suffered or likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available.
- In emergency, high-risk situations the enquiry will be rated as 'Red' and MASH will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes 'Achieving Best Evidence' (ABE). This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities. ABE can be used to support the child's disclosure and used in evidence where prosecution is likely.
- In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care, Robin Ward at Jersey General Hospital.

MASH Enquiries should be emailed to MASH attached as a password protected word document. In the event of problems encrypting the MASH form contact the Senior Practitioner - Social Worker on duty as the 'decision-maker' who will advise you.

Dealing with disclosures:

All staff have the responsibility to identify those children who are, or may be experiencing abuse or neglect and any disclosure made by a child must be listened to, taken seriously and managed with extreme sensitivity. **On no account should teachers or other adults make suggestions to the child of alternative explanations of their disclosure or worries or 'investigate' the disclosure.**

Consultation

Any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead (DSL) (Matron), the Headmaster, or their deputy in their absence (Senior Deputy Head or Academic Deputy Head), who will advise or take responsibility for what action should be taken. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of children can be taken. If in doubt contact the MASH Co-ordinator or DSO for further guidance and support.

Recognition:

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

1. Listen to what is said without displaying shock or disbelief and accept what the child is saying.
2. Allow the child to talk freely.

3. Reassure the child that what has happened is not their fault and they were right to tell someone
4. Do not ask direct questions and allow the child to tell their story.
5. Do not criticise the person alleged to have caused harm.
6. Explain what will happen next and who has to be told about the incident.
7. Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe.
8. Dependent on the age of the child and your professional judgment you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to MASH.
9. Parents will normally be informed and consent obtained for a MASH Enquiry. The exception is ***where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation.***
10. Ensure that you complete a written record of what has been disclosed and any actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made.
11. This record should be given to the Designated Safeguarding Lead and included in the MASH Enquiry form. A copy of this record and the MASH Enquiry Form should be kept safely on the child's school record.

Attendance at case conferences and core groups:

- The Designated Safeguarding Lead (Matron) will liaise with the MAST (Multi- Agency Support Teams) and/or relevant staff to ensure that all relevant information held by St Michael's is provided to Children's Services during the course of any child protection investigation.
- The Headmaster or DSL (Matron) will ensure that St Michael's is represented at Child Protection Case Conferences and Core Group Meetings:
- Where possible, a member of staff who knows the child best, such as the class teacher or Head of Department will be nominated to attend
- Failing that, the Designated Safeguarding Lead (Matron) or their deputy (Headmaster) will attend
- If a school representative is unable to attend, the Designated Safeguarding Lead (Matron) will ensure that a report is made available to the conference or meeting
- Those attending Child Protection Conferences or Core Group Meetings should have received training in this area

Monitoring:

Where a pupil is the subject of a Child Protection Plan and St Michael's has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with Matron (DSL).
- All information will be recorded prior to each conference and core group meeting.
- This record will be kept on the pupil's file and copies made available to all conferences and core group meetings.
- The DSL (Matron) will notify the allocated Social Worker if the child is removed from the school roll, excluded for any period of time or goes missing.

Recording and storing information:

- The DSL (Matron) is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

The following should be recorded:

1. What action was taken to refer to concerns or manage risk within the school.
2. Whether any follow-up action was taken; how and why decisions were made.
3. Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
4. The monitoring/incident form must be completed.
5. Where a child who is subject to a protection plan transfers to another school, the DSL (Matron) is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead teacher at the new school.
6. Child protection records will only be kept until the child reaches 25 years old, at which point they will be destroyed, confidentially and securely. This length of retention and disposal complies with both the Data Protection (2018) Law, and the Public Records (2002) Law.

7. The DSL (Matron) is responsible for keeping central records of child protection and welfare concerns which should be recorded.

Confidentiality and information sharing:

All information obtained by the school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent. Schools should obtain written informed consent from parents/carers, which should be signed and dated in order to share information.

However, the child's welfare is paramount and School needs to make a professional judgement in circumstances where children are at risk from harm, or likely to be. Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services (HSS), Police, School Nurses, Health Visitors in line with the Data Protection (Jersey) Law 2005.

Where a child is at risk of suffering significant harm, St Michael's has a duty to share this information with Children's Services, Police and other agencies and make appropriate referrals. Equally, where a child is subject to a child protection investigation, St Michael's must share any information about the child requested by the Social Worker.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, School will consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Sharing information about child protection disclosures or concerns may also interfere with a criminal investigation or cause undue delay in taking action to protect the child. Only relevant information should be disclosed to those professionals who 'need to know', always adhering to the Data Protection (Jersey) Law 2005. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL (Matron), DSO or seek advice from MASH Decision-maker or the State's Education Department Head of Governance.

Collection of children from school:

St Michael's has a policy in place regarding handing over children to adults who are not their parents or known carer at the end of the school day.

- The school should be notified of who will normally collect the child when the child joins the school.
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child.
- Parents should also be asked to inform the school where children are subject to court orders that limit contact with a named individual

In the event that anyone who is not authorised to do so attempts to collect the child, the school should not allow the child to leave and contact the parent immediately.

St Michael's also has a procedure in place to deal with situations where a child is not collected at the end of the school day.

- St Michael's will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- School will regularly ask parents to confirm and update contact details and to nominate a family

member or friend who can collect the child in the event that they are unable to do so.

- Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then the Headmaster or DSL should be informed for follow up.

Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school: Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority

- St Michael's obligation is for the education and welfare of the child. The school will be guided by the Jersey Family Court Advisory Service (JFCAS)
- Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. St Michael's staff will avoid becoming involved in custody disputes.
- If either parent or their respective lawyers request a member of staff either to write a statement or to appear in court on their behalf, they should seek advice from the Headmaster. It would not be appropriate to become involved in custody disputes
- If the Headmaster becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child. However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and St Michael's will not be drawn into custody or divorce disputes, which are beyond our remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.
- In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Headmaster.
- The DSO (at Education) can be contacted and will attend the meeting with parents and the Headmaster, if requested. If no resolution can be reached, the parents should be directed to seek legal advice. If the Headmaster does make the judgment that a parent is not in an appropriate condition to collect the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from MASH or the States of Jersey Police, Public Protection Unit (PPU).
- In the event that the Headmaster or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought.
- Where the Headmaster or school staff have grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

Attendance: Children missing from school:

The Association of Chief Police Officers (ACPO) definitions:

Absent: *"Not at a place where they are expected or required to be."*

Missing: *"Not at the place they are expected to be, but the circumstances are out of character. The context suggests they may be subject of a crime or at risk of harm to themselves or others."*

Missing from school

The school needs to be aware of those children who are persistently absent or missing from school, as this may be an indicator of underlying welfare concerns.

- The Education Welfare Officers (EWOs) work in partnership with schools (generally) to monitor pupil attendance, and to offer families, children and young people support when problems emerge. See Attendance Policy.
- As soon as changes in attendance patterns are identified, the Form Teacher should discuss their concerns with the Headmaster
- The Headmaster will offer advice and guidance as well as practical support when necessary.

Research informs us that we should be sighted on children who are missing from school for a variety of

reasons that may increase risk including child sexual exploitation (CSE).

Action by the School

- The parent/carer should be contacted immediately and requested to locate their child and report to school when they have done so.
- If the parent/carer is unable to locate their child and the child cannot be contacted by telephone, the parent/carer should be advised to notify the police and report their child as missing.
- The police will make a decision about locating the child.
- A MASH Enquiry will be made by the school when there are concerns about children or a young person is reported as missing from school.

Specific Safeguarding Issues: Guidance from “*Keeping Children Safe in Education*” (2016) is followed and the DSL (Matron) or the Headmaster should be notified immediately of the following:

- bullying including cyberbullying (be aware of the school anti-bullying policy)
- children missing education (CME)
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Safe learning environment:

Digital Safeguarding (E-Safety):

School has a duty of care under the law to assess and prevent possible harm to children. The field of digital safeguarding, also known as e-safety, is constantly evolving with the pace of technological change. The school needs to manage the attendant risks actively and in a timely manner in order to achieve effective digital safeguarding.

- Everyone must be aware of the ICT Acceptable Use Policy (2.3)

Safer Recruitment:

St. Michael's is committed to safeguarding and promoting the welfare of children and young people. The school will follow best practice guidelines (I.S.I.) to enable the recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid in the school, but helps to deter, reject or identify people who are unsuitable. The recruitment process will set out all the steps required and describe the vetting and pre-employment checks required.

Physical intervention and restraint:

Physical intervention and restraint will only be used as a last resort after other strategies have been employed. Physical restraint always carries a risk to the child or staff who may be harmed, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault.

Allegations against staff:

In the event that an allegation is made against a member of staff or volunteer, the school will follow guidelines set out in the staff handbook.

St Michael's will appoint a responsible staff member (usually the Headmaster), who will be the school representative for the purpose of managing the allegation, following procedures and will contact the DSO for all allegations raised. A second member of the school staff will be identified as their deputy to act in their absence **OR** if allegations are made against the Headmaster.

If people have concerns, they are to approach the Headmaster. He will immediately contact MASH and will act on their guidance. No further investigation will be undertaken until MASH are contacted. In the absence of the Headmaster **OR** if allegations are made against the Headmaster, the governor responsible for safeguarding, should be approached. The governor will immediately contact MASH without further investigation.

Conduct and safe teaching practice:

- School expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The Headmaster will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Safeguarding Vulnerable Children:

1.) Children with disabilities:

Research has shown that disabled children are more vulnerable to abuse than non-disabled children and safeguarding children's welfare is everybody's responsibility. Therefore, awareness amongst professionals about safeguarding disabled children and what constitutes best practice, is essential;

- They may have speech, language and communication needs which make it difficult for them to tell adults what is happening.
- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children.
- They often do not have access to someone they can trust to disclose that they have been abused.
- They are especially vulnerable to bullying and intimidation.
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour.
- They have an impaired capacity to resist or avoid abuse.

Assessments for some children with special educational needs may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational needs. Where children have physical and/or medical needs, other individual assessments will be completed by paediatricians, nurses, and therapists and a Care Plan will be implemented.

Where a child has several assessments, it is important that these are coordinated so that the child does not become lost between the different agencies involved and their different procedures. Therefore, multi-disciplinary assessments and reviews should be coordinated by the most appropriate qualified practitioner.

2) Children living with domestic violence:

The impact of domestic violence (DV) or domestic abuse (DA) on children should not be underestimated. Domestic violence can lead to both physical and psychological signs

and symptoms in the victim. Substance misuse is also more common in the person enduring domestic violence than in the general adult population. The abuse of alcohol, prescription drugs, and illicit drugs may happen as a result of the violent relationship rather than being the cause of the violence.

Research shows that experiencing domestic abuse can have negative effects on children, whether they are physically abused themselves, witness the abuse of another person **or** experience abuse within their own relationships.

Children and young people living with parental domestic violence/abuse are at risk of significant emotional harm and possible physical harm. Young people can also be involved in a violent relationship themselves. School will refer a child/ren to MASH if they believe that the child/ren is/are being affected by domestic violence.

Confidentiality

All staff in school should always be aware of the limits of the confidentiality they can offer young people and discuss any concern about child protection with the school's Designated Safeguarding Lead (Matron) or Headmaster.

Electronic Devices

In the EYFS and Pre-Prep setting, only school owned and permitted devices will be used.

Useful States of Jersey Education Department contacts and telephone numbers:

Designated Safeguarding Officer (DSO): (01534) 449477

Head of Governance: (01534) 449224

Multi Agency Safeguarding Hub (MASH) contacts and telephone numbers:

MASH: (01534) 519000

Out of Hours: (01534) 612612

MASH Education: (01534) 449217