



SAFEGUARDING AND CHILD PROTECTION POLICY & PROCEDURES

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GLOSSARY OF TERMS

CCE	Child Criminal Exploitation
CSE	Child Sexual exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education (UK government)
DSL	Designated Safeguarding Lead; named person within the School with responsibility for co-ordinating and overseeing child safeguarding
FGM	Female genital mutilation
GDPR	General Data Protection Regulation
HSC	Health & Social Care (Guernsey)
ISCP	Island Safeguarding Children Partnership
ICT	Information and communication technology
ISI	Independent School Inspectorate (body that inspects the School)
ISSR	Education (Independent Schools Standards) Regulations
KCSIE	Keeping Children Safe in Education (UK Government document)
LSCB	Local Safeguarding Children Board
NCTL	National College for Teaching and Leadership
PSHCE	Personal, Social, Health, Citizenship Education
QTS	Qualified Teacher Status
SCR	Single Central Register of Appointments
SEND	Special educational needs and disability
SLT	Senior Leadership Team
RSE	Relationships and Sex Education ('RSE')
TAC	'Team around the child' strategy
WT	Working Together to Safeguard Children (UK government document)

INTRODUCTION

Definition of safeguarding

Safeguarding is defined in law as, ‘protecting children from maltreatment; 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; and taking action to enable all children to have the best outcomes.’¹

Children ‘includes everyone under the age of 18.’²

Safeguarding at the College

The College is committed to safeguarding the children in its care by always acting in the best interests of the child and complying with the statutory framework(s). This policy, produced by the School’s SLT and reviewed by the Governors annually, is available to parents via the School website (or in hard copy, upon request). The policy applies to all staff (whether teaching, non-teaching, permanent or temporary, full-time or part-time), to volunteers and to visitors and external agencies whenever or wherever they are working with pupils of the School (whether during or outside of the normal school day). Safeguarding is everyone’s responsibility, and all adults working with children at the College must adhere to this policy and to the Staff Code of Conduct contained within it (and to other related documents, such as the Staff Handbook and other policies or directives). The Principal is responsible for the implementation of this policy, with key responsibilities delegated to the Head of Pastoral Care (who is the Designated Safeguarding Lead/ DSL), assisted by the Deputy Head of Pastoral Care (Deputy DSL) and the Nursery DSL.

This policy covers all phases at Blanchelande College: Nursery, Infants, Juniors, Seniors and Sixth Form.

Statutory and non-statutory guidance framework

This policy has regard to the following statutory and non-statutory guidance, as set out by the *ISI Commentary on Regulatory Requirements* with the addition of local Guernsey law and guidance.

- The Children (Guernsey and Alderney) Law 2008
- The Data Protection (Bailiwick of Guernsey) Law 2017 and registration with the Office of the Data Protection Authority (ODPA)
- Islands Safeguarding Children Partnership ([ISCP](#)), *Care and Support Framework: Multi-agency guidance for those working with children and families* (May 2018)

¹ Keeping Children Safe in Education (September 2022), para 4. Hereafter ‘KCSIE’.

² KCSIE, para 5.



- Guernsey and Alderney *Inter-Agency Practice Guidance Safeguarding Children Affected by Domestic Abuse*
- Bailiwick of Guernsey Child Sexual Exploitation Operating Protocol (December 2015)
- Safeguarding and Child Protection – Model School Policy (States of Guernsey Education Office, September 2022)
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
- *Keeping Children Safe in Education* (DfE, September 2022) (KCSIE)
- KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (DfE, August 2018)
- KCSIE also refers to the non-statutory advice for practitioners, *What to do if you're worried a child is being abused* (DfE, March 2015)
- *Working Together to Safeguard Children* (DfE, July 2018) (WT)
- WT refers to the non-statutory advice, *Information sharing* (July 2018); for Guernsey, see *Information Sharing: guidance for practitioners and managers working with children and families* (May 2019)
- *Teaching Online Safety in School* (DfE, June 2019)
- *Prevent Duty Guidance: for England and Wales* (Home Office, 2021);
- *The use of social media for on-line radicalisation* (July 2015)
- *Education (Independent Schools Standards) Regulations (England)* (December 2014)
- *Criminal Exploitation of children and vulnerable adults: County Lines Guidance* (2020)
- *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UK Council for Child Internet Safety, 2020)
- *Children missing education: statutory guidance for local authorities* (September 2016)
- *Children Act 1989: private fostering* (July 2005)
- *Use of reasonable force, Advice for headteachers, staff and governing bodies* (July 2013)
- *Statutory Guidance on Female Genital Mutilation – procedural information* (July 2020)
- *Operation Encompass training* (2021 and ongoing)
- *Filtering and monitoring standards for schools and colleges* (March 2023)



Scope of this policy

This policy covers the following safeguarding and child protection duties:

- the School's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures;
- the School's arrangement for handling allegations of abuse against members of staff, volunteers and the Principal;
- the School's staff code of conduct;
- whistleblowing procedures;
- the School's safer recruitment procedures;
- the School's management of safeguarding and the Designated Safeguarding Lead (DSL);
- the training of the DSL, staff, relevant Governors, Trustees, volunteers and the Principal;
- arrangements for reviewing the School's safeguarding policies and procedures;
- the School's arrangements to fulfil other safeguarding and welfare responsibilities.

1. CONCERNS ABOUT A CHILD

The School's Local Safeguarding Children Board

Any safeguarding matters and concerns at the College are referred to:

Children's Services Social Worker
Multi-Agency Support Hub (MASH)
Tel 01481 223182 (out of office: 01481 225241)
MASH Enquiry Form (following phone call)

In an emergency, the police will be called on 999

Where a concern involves an adult working with children, another adult, or where there is a concern that a child may be being abused by a peer, MASH should be informed.

The School will share information and fully co-operate with local authorities and children's social care in line with statutory guidance 'Information Sharing: guidance for practitioners and managers working with children and families' (May 2019 check date) with reference to 'Working together to safeguard children', to ensure early help where needs are identified.

The Designated Safeguarding Lead (DSL)

The DSL for the whole school (except Nursery) is Hugh Tabel (Head of Pastoral Care).

Email tabelh@blanchelande.sch.gg

Tel 07781 154 343

All who work at Blanchelande or are in regulated activity at the school receive induction training from the DSL.

Deputy DSL

The Deputy DSL for the whole school (including Nursery) is Kelly Fay.

Email fayk@blanchelande.sch.gg

Tel 07839 278 666

Nursery DSL

The Nursery DSL is Scarlett Regan (Nursery Manager).

Email regans@blanchelande.sch.gg

Tel 07781 409409



Governor for safeguarding

While responsibility for safeguarding is held by the Governors collectively, Mr Trevor Wakefield, the Chair of Governors, is assigned as the Governor for safeguarding and child protection, as recommended by KCSIE. He can be contacted via the School Office or by email.

Email trevorgalp@suremail.gg

Data Protection

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.

- 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.
- Schools 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.
- Schools should normally discuss any concerns about a learner with parents/carers, including telling them where a referral is being made. However, if the school believes that notifying parents could increase the risk to the child 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 (including phone calls, etc.).
 - 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'.
 - Care must be taken to ensure that email correspondence is kept strictly private and confidential.



The School and the Guernsey Multi-Agency Support Hub (MASH)

Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility staff are encouraged to make sure their approach is child-centred, meaning they should consider at all times what is in the best interests of the child. No single member of staff can have a full picture of a child's needs and circumstances; therefore, all colleagues are encouraged to play an active role in identifying concerns, sharing information and taking prompt action.

The School's DSL has direct responsibility for making a referral to MASH. However, any employee or volunteer at the School may make a referral, if necessary. Indeed, every employee and volunteer has a responsibility to ensure timely action is taken to ensure proper safeguarding of children. This includes recognising, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to what the child says, reassessing concerns if situations do not improve, and sharing information quickly and challenging inaction.

Managing safeguarding with third parties using College premises

Where the school permits use or rents facilities to a third party, it expects those third parties to meet the equivalent safeguarding standards. If the College receives an allegation relating to an incident occurring on school premises involving children, the School's own safeguarding policies and procedures will be adhered to, including liaison with external agencies.

Operation Encompass

Blanchelande College 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 Designated Safeguarding Lead 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.

Understanding the signs and forms of abuse and taking action

Safeguarding and promoting the welfare of children is defined in KCSIE as:

- protecting children and young people from maltreatment;
- preventing impairment of children and young people's mental and physical health or development;
- ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children and young people have the best outcomes.

KCSIE highlights the following groups of children who may need early help:



20. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

As part of their induction and annual safeguarding training, all employees (and others in regulated activity at the school) receive the Safeguarding and Child Protection policy and read KCSIE and are therefore apprised of the signs and forms of abuse and neglect. This enables them to identify any cases of abuse or neglect and refer their findings to the DSL (who delivers the training), or, if necessary, to contact MASH or, in an emergency, the police (by dialling 999). Employees are also apprised of *What to do if you're worried a child is being abused*. The types of abuse and neglect are described in KCSIE as follows.

26. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

27. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical



harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

28. Emotional abuse: 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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 or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

29. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may 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. They may also include 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

30. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff are aware that some children 'may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognize their experiences as harmful'. Staff should maintain a professional curiosity and pursue any concerns. Trusted relationships are key to facilitating communication (see KCSIE).

Specific safeguarding issues and statutory framework and guidance

In addition to these categories of abuse, there are a number of particular safeguarding issues specified by KCSIE.

Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Below is the list of issues that could arise at the School. For guidance on these issues, staff should follow the hyperlinks in 'Additional advice and support' found in KCSIE Annex B.

- Abuse
- Bullying
- Children missing from education, home or care
- Children with family members in prison
- Child exploitation
- Confidentiality
- Drugs
- 'Honour based abuse' including FGM and forced marriage
- Health and well-being
- Homelessness
- Information sharing
- Online safety and support for children and parents
- Private fostering
- Radicalisation
- Serious violence
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Support for victims
- Toolkits
- Sharing nudes and semi-nudes
- Support for parents/carers

Child-on-child abuse

Children can abuse other children (previously referred to as 'peer on peer' abuse), including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')



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- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence, sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- 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)

Staff and volunteers should be aware that:

- There may be online elements to many of the above.
- 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 never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. A victim should never be given the impression that they are creating a problem by reporting child-on-child, nor be made to feel ashamed.

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

To minimise the risk of child-on-child peer-on-peer abuse, Blanchelande:

- Provides a developmentally appropriate curriculum, including Personal, Social, Health, and Citizenship Education (PSHCE), which develops pupils' understanding of acceptable behaviour, healthy relationships and keeping themselves safe.
- Has relevant policies in place (e.g. behaviour policy, including anti-bullying).



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- Has systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- 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.

Distinguishing between behaviour and abuse

If one child harms another, this should not necessarily be categorized as abuse – it may fall within the behaviour policy. When considering if behaviour is abusive, it is important to consider:

- The nature and gravity of the offence and particularly whether it may constitute criminal conduct;
- If there is a large difference in power between the children concerned (for example age, size, ability, development);
- If the perpetrator has repeatedly tried to harm other children;
- If there are concerns about the intention of the alleged perpetrator.

All cases of potential abuse should be referred to the DSL who will decide how to proceed, including taking advice.

Taking appropriate action in response to child-on-child abuse

Where there is potential abuse, the incident will be logged on the school's Well-Being Manager system and the DSL will make an informal phone call to MASH to seek prompt guidance, which may result in a written referral being submitted. Examples of where a referral would be made include incidents where there is:

- Alleged serious / violent / potentially criminal offence.
- Grounds for believing pupils are at risk.
- Evidence of drug or alcohol use (whether compelled or not).
- Evidence of sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos, including sexting; where there are images involved, staff must not view or forward them, but should rather switch the device off and retain it.

In considering action, the DSL should:

- Seek guidance from MASH.
- Undertake a risk assessment, informed by subject area specialists as appropriate. 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 sexual violence or sexual harassment, the DSL should be aware of further guidance available in Part 5 of KCSIE.

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

Sexual violence and sexual harassment between children in schools and colleges

KCSIE includes the legal definitions of sexual violence and sexual harassment and should be referred to.

- Sexual violence and sexual harassment can occur between two children of any age or sex.
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- They can occur online and offline (both physical and verbal).
- Some groups are potentially at more risk, evidence showing girls with SEND and LGBT children (including those perceived to be LGBT) are at greater risk; it is vital that they have safe spaces and trusted adults in whom to share their concerns and feelings.
- At Blanchelande College sexual violence and sexual harassment are behaviours which are never acceptable, will never be tolerated and is not an inevitable part of growing up. All colleagues must challenge these behaviours. Dismissing or tolerating such behaviours risks normalizing it.

Sexual violence or sexual harassment should not be tolerated or dismissed as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

All colleagues must challenge behaviours (which may be potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts or pulling down trousers/shorts.

All victims should be taken seriously and offered appropriate support through the College's pastoral support system.

Relationships and Sex Education

Blanchelande College fosters healthy and respectful relationships between all pupils through the school's Catholic ethos and its Three Rules for Life. We have a whole school approach underpinned by our behaviour policy and pastoral system. The school's RSE curriculum is structured to be age and developmental stage appropriate.

Responding to reports of sexual violence and sexual harassment

‘The initial response by a school or college to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.’⁴ Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. The school will make any decision on a case-by-case basis, with the DSL taking a leading role, supported by the Principal and SLT and outside agencies such as children’s social care and the police as required. KCSIE includes an evolving list of resources.⁵

In the case of direct or indirect disclosure (where a colleague has overheard a conversation or where a friend of the victim has made a disclosure on the victim’s behalf), staff are encouraged to adopt a child-centred approach to safeguarding, namely to:

- listen and be non-judgemental;
- reassure the young person that they are being taken seriously and that they will be supported and kept safe;
- ask only open questions – when, what, where, etc.;
- explain next steps;
- never promise confidentiality;
- keep the door open for ongoing dialogue (as a trusted adult);
- make a written account recording the facts as the child has presented them;
- refer this account to the DSL as soon as is practically possible.

In cases where there is an online element, will not view or forward illegal images of a child. The phone will be handed to the DSL.

The DSL will:

- in the case of reported rape, contact the Police in parallel with MASH;
- for other allegations of sexual assault/sexual harassment, undertake an immediate risk assessment irrespective of any ongoing Police/other agency action, in order to safeguard *all* children, working closely with outside agencies to ensure any action Blanchelande takes does not jeopardise a statutory investigation;
- listen to the victim at all times, with the aim to enable them to continue in their normal routine, including receiving a suitable education;
- consider the alleged perpetrator’s safety and well-being on a case-by-case basis;
- work with the Principal and SLT with regard to taking disciplinary action in accordance with the School’s behaviour policy, whilst investigations by the Police/MASH are ongoing (the DSL will liaise with such agencies);

⁴ KCSIE, 468.

⁵ KCSIE, paragraphs 465-466.



- meet with and liaise with the parents of victims and alleged perpetrators throughout.

Preventing radicalisation

Under the Counter-Terrorism and Security Act, 2015, the School has a duty to prevent people from being drawn into terrorism. Staff must be 'able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.'⁶

Radicalisation is the adherence to extremist views, which are defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'⁷

Although the risk of radicalisation to pupils is low given the location and profile of pupils at the school, the College is always vigilant and committed to ensuring that the conditions for radicalisation are minimized. Our approach includes:

- promotion of British values through the curriculum and assemblies;
- handling of political and religious issues in a balanced manner;
- careful selection and constant supervision of visiting speakers;
- ongoing safeguarding training for the DSL and other key staff;
- a comprehensive and balanced citizenship programme in PSHE and an understanding and appreciation of democratic society and diversity;
- the duty to love our neighbour regardless of personal characteristics such as race, sex or religion is embedded in our Catholic ethos;
- the school computer system filters inappropriate content, including extremist websites and pupils are taught online safety, including agreeing to a IT code of conduct.

If a member of staff has a concern about a pupil adopting extremist views or becoming radicalised, he or she should immediately report the concern to the DSL as he or she would do with any other safeguarding concern. The DSL will assess the level of risk that the pupil poses to the school and wider community and initiate adequate procedures. The DSL will also decide the best level of communication with the relevant parents.

Where there is evidence of radicalisation, cases should be reported to the Police in the first instance, and MASH, and their advice and guidance sought.

Police **Tel** 999

⁶ Prevent, p 5.

⁷ Ibid.



As with all referrals, in normal circumstances concerns will be handled by the DSL; however, any member of staff may contact the above agencies if necessary. As with all safeguarding concerns, staff must provide timely action, keep clear records, listen to the pupil, reassess the situation when situations do not improve, share information and challenge inaction.

Mental Health

Mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should note that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Blanchelande staff are however well placed to observe children and young people on a day-to-day basis and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. In such circumstances, this should be reported immediately to the DSL, where action shall be taken according to this safeguarding policy.

Where children have suffered abuse and neglect or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Blanchelande College staff will be made aware of how these experiences can impact on mental health, behaviour and education through regular training.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as being safe online when at school, we support parents in providing online safety for their children when at home, particularly as children are set online tasks by the school and are using school online platforms. The elements of online safety are the 'four Cs':⁸

- Content: being exposed to illegal, inappropriate or harmful content
- Contact: being subjected to harmful online interaction with other users
- Conduct: online behaviour that increases the likelihood of, or causes, harm
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Blanchelande College has a strict no phones policy for students up to and including Year 11. Sixth Form students are permitted to use their devices in certain contexts and sign an acceptable use agreement. The school has an effective filtering and monitoring system. Inappropriate searches and content (by students or staff) are reported to the DSL and Principal.

⁸ KCSIE, paragraphs 135-147.

Filtering and monitoring

The school implements the DfE guidance 'Meeting digital and technology standards in schools and colleges'. Therefore:

- A governor and the DSL have responsibility for meeting the required standards.
- The SLT have responsibility for implementing a monitoring system, keeping records, reviewing provision and overseeing reports.
- All staff are appraised of their role, receive training, follow policies processes and procedures, and act on reports and concerns.
- The technical IT team provide skilled support to run provision in collaboration with the College's external provider(s), ensuring that the filtering system blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
- Actively monitor content / searches that have not been filtered and ensure that the DSL is informed and takes effective action.
- A comprehensive annual review takes place, following DfE and NSPCC guidance and templates.

Signs and symptoms of abuse and neglect

The NSPCC have identified the following signs and symptoms of child abuse and neglect.⁹

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

Children potentially at greater risk of harm

The following list of potentially more vulnerable children is provided in the States' model safeguarding policy:

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 special educational needs

⁹ This list is taken from the NSPCC website [here](#).



- Has mental health needs
- Has physical health issues
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, family member in prison
- Is a young carer
- Is showing signs of being drawn in to antisocial or criminal behaviour
- Is misusing drugs or alcohol
- Is frequently missing/goes missing from home/care or education
- Has experienced recent trauma, for example, bereavement
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is at risk of honour-based abuse affected by parental offending, and domestic abuse
- Has a social worker
- Is a 'Looked After Child'
- Has returned home to their family from care
- Is a privately fostered child (This includes learners from Alderney, Sark and Herm who are living with a Guernsey host under the TermTime Host scheme)
- Is undertaking an Alternative Provision education package

Children in Need (CIN) and Child Protection Plans

Children in need of help and protection make up a small minority of all children.

Children in need are a group supported by children's social care, who have safeguarding and welfare needs, including:

- children on child in need plans
- children on child protection plans
- looked after children
- disabled children

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. 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.

Blanchelande College will be advise if a child has a social worker, and the DSL will hold and use this information so that decision can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform our decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Through the pastoral system of form tutors, phase leaders, class teachers, staff are well placed to identify changes in pupils' mental and physical well-being. In such cases, the information should be referred to the DSL/DDSL and recorded in the internal iSAMS well-being manager.

The DSL (Head of Pastoral) is trained as the school's Mental Health and Wellbeing Lead and will liaise with the child/young person and their family. They will also liaise with appropriate external agencies.

The right course of action: cases of significant harm and cases where support is needed

The School will respond to safeguarding concerns according to the situation. If there is reason to believe that a child has suffered significant harm then a referral to MASH or, in an emergency, the police will be made immediately. If there is evidence that significant harm has not been suffered but a child would benefit from additional support, then, in consultation with MASH, an inter-agency assessment will be made, in the form of a 'Team around the Child' (TAC) strategy. Parental consent – whether the child is the victim or the perpetrator (where the abuse is peer to peer) – should be obtained prior to a formal referral unless there is reason to believe that this would put the child in danger.

Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families such as at school, from within their peer group or from within the wider community and/or online.¹⁰

When safeguarding a child's well-being, the wider environmental factors present in a child's life should be assessed and whether these factors are a threat to the child's safety and/or welfare. At Blanchelande, we will always consider the context within such incidents and/or behaviours occur.

¹⁰ See KCSIE, paragraph 133, and Annex B, for important online safety resources.

Interventions, whether put into place by school or by outside agencies will focus on addressing these wider environmental factors to help understand any risks and to help support the young person.

Children who may be alleged perpetrators against peers/adults will also be assessed to understand the impact of contextual issues on their safety and welfare.

Children with special educational needs and disabilities (SEND)

Children with SEN and disabilities may be particularly vulnerable and, moreover, there may be 'additional barriers... when recognizing abuse and neglect in this group of children'. The Head of Learning Support has a particular responsibility to liaise with the DSL and other staff in identifying causes for concern.

- Staff should not assume that possible indicators of abuse are in such cases symptoms of the SEN/disability.
- Staff should be especially vigilant as 'children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs', including a higher risk of peer group isolation.
- Some SEND children may be more at risk because of reliance on personal and intimate care.
- Children with SEN/disability may struggle to communicate their problem.

The Head of Learning Support (SEND) at Blanchelande is Miss Kelly Fay.

Email fayk@blanchelande.sch.gg

'Early help'

Early help means 'providing support as soon as a problem emerges at any point in a child's life... In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment'.¹¹ Staff are trained to be vigilant in observing any particular problems a child may be facing. As well as speaking directly to the DSL, staff have the opportunity at regular pastoral meetings to share the concerns they have identified, enabling prompt action. If the DSL deems it necessary, the College may request a TAC process, where support from other agencies can be requested to provide early support to the child and the family.

Guidance to staff on receiving a disclosure

The School promotes a culture of safeguarding in which every employee and volunteer feels able, and knows how, to receive and act upon a concern or a disclosure. It is important that staff know that if a child asks to speak to them they should listen to what they have to say, and not tell them to speak to another member of staff, e.g. the DSL. Any

¹¹ KCSIE, para 8, 18.



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member of staff can receive a disclosure and must then refer the matter to the relevant person (see the next section, 'Arrangements for dealing with allegations of abuse against teachers and other staff'). Colleagues should always act in the best interests of the child.

Staff are trained to give the following advice if they receive a disclosure from a pupil:

RECEIVE what is said:

- provide a safe and reassuring environment;
- accept what is said – you do not need to decide whether or not it is true;
- listen without displaying shock or disbelief.

REASSURE

- acknowledge their courage in disclosing;
- avoid criticising the alleged perpetrator;
- do not promise 'everything will be alright now' – it may not be;
- do not promise confidentiality.

REACT and respond but do not interrogate:

- do not photograph any visible injuries or ask the pupil to remove any clothing in order to inspect injuries referred to;
- avoid leading questions, but ask open-ended ones;
- clarify anything you do not understand;
- explain the next steps - explain that the information will be passed on to the DSL or, in her absence, the Deputy Designated Safeguarding Lead;

RECORD

- promptly make a factual record in of what was stated as soon as possible – date, names, times and places;
- use the pupil's own words;
- describe observable behaviour;
- use iSAMS Well-Being Manager but do not destroy your original notes - they may be needed later on.

SUPPORT

- consider what support is needed for the pupil;
- immediately pass on the concerns and your record to the DSL
- ensure you are supported – such interviews can be stressful – talk to the DSL/DDSL.

TED: asking open questions

- Tell me what happened



- Explain how it happened
- Describe what happened

1. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

In KCSIE, the government has issued statutory guidance to follow when a potential child protection allegation is made against an employee, governor, Trustee, supply teacher, volunteer or contractor at the School.

Knowing to whom to make the referral

Any member of staff may receive a disclosure, allegation or concern, and staff are trained to know who to then refer the disclosure to. It should be noted that, as any member of staff can receive a disclosure, so any member of staff can contact the MASH if deemed necessary, or, in an emergency, the police. However, in normal circumstances staff will adhere to the following procedure. In the case of an allegation made against a member of staff (other than the Principal and DSL), both the Principal and DSL should be notified. The various situations are explained in the disclosure diagram below.

Aim of the School's procedures

The School aims to effectively manage situations where allegations are made against an individual who may pose a risk of harm if continuing to work with children in their present position or another capacity. The member of staff or volunteer may be alleged to 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 he or she would pose a risk of harm to children.

This procedure also applies where the abuse did not occur at School. Allegations against a teacher who is no longer teaching, and all historical allegations, should be referred to the police.

Duty of care to employees

The School has a duty of care to its employees. The School will provide effective support to any member of staff facing an allegation. In the case of suspension, the member of staff will be given a named contact/mentor and advised to contact their professional association or other organisation for support.¹² The mentor will inform them of the process of the case and other work-related issues. The person against whom the allegation has been made should not be prevented from social contact with colleagues unless there is evidence that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Any allegation will be dealt with in a quick, fair and consistent manner that is in the best interests of the child and the person against whom the allegation is made.

¹² KCSIE, para 228

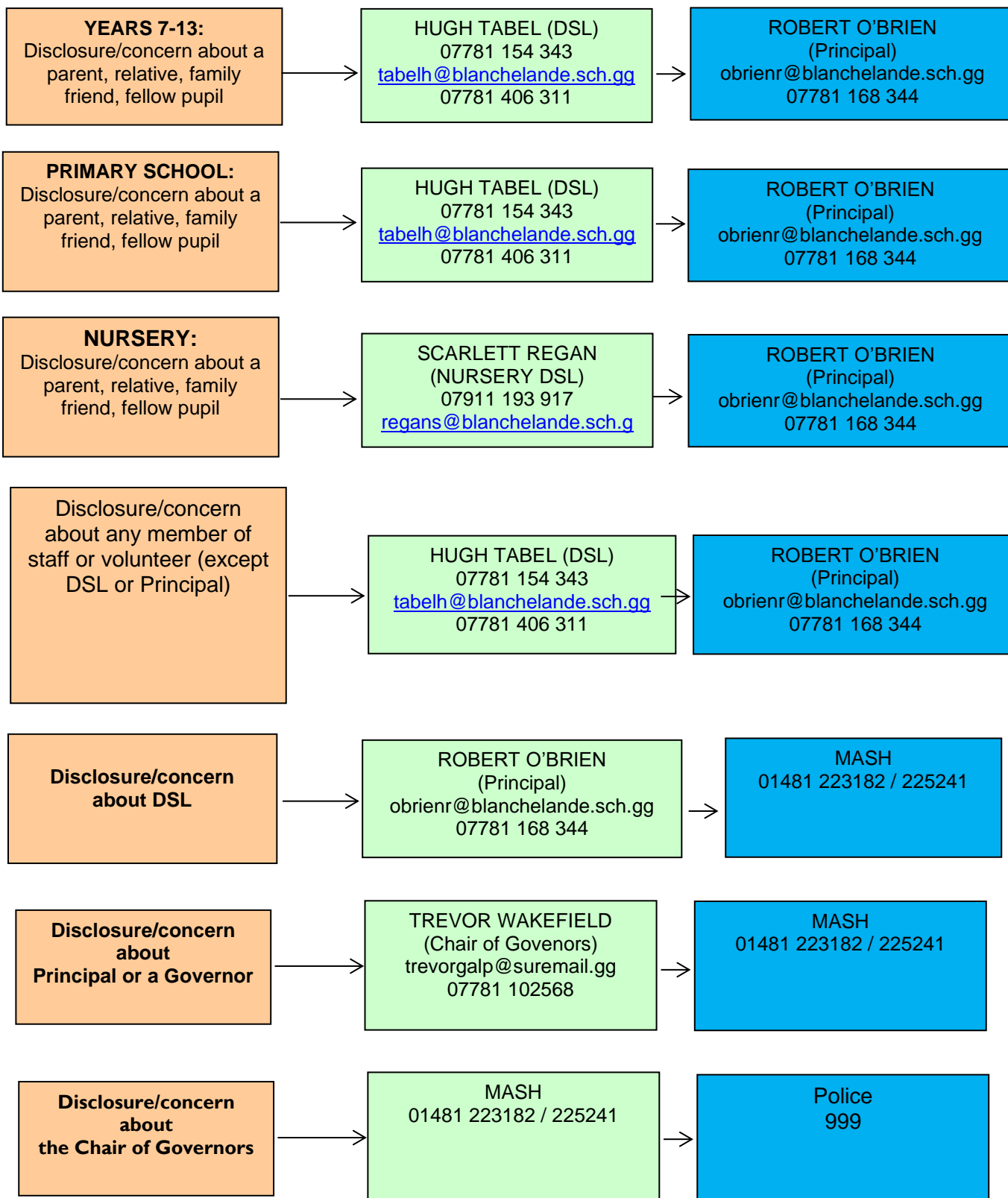
**The School's complaints procedure**

The School's formal Complaints Procedure can be downloaded from the policies page of the College website.



Whom to contact within the school in the event of receiving a disclosure

In the case of a disclosure, staff should only speak to the staff specified below. Sharing sensitive information with other colleagues may increase the risk to children. Staff may also contact MASH or the police directly.



Timescales

KCSIE states that: 'It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.'¹³ During term time, the School aims to keep to the following timescales. Unsubstantiated or malicious allegations should be resolved within one week. Allegations that do not require formal disciplinary action should be resolved within three working days. Disciplinary hearings should be held within 15 days.

Initial considerations

- **Local/ internal process**

The School will judge carefully how serious the allegation is; not all allegations will warrant a police investigation or need to be referred to MASH. In such cases, the School will be able to resolve the case without delay.

- **External process**

Where allegations are serious, the School will involve MASH and/or the police. Whoever has received the allegation should fully brief the DSL who will contact the external authorities (though anyone can make a referral).

Categories of outcome

In judging the outcome of allegation investigations, the School will use the following terminology.

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Initial steps

In circumstances where the allegation concerns the Principal or DSL, the procedure illustrated in the table above ('Whom to report a disclosure or concern') should be followed.

On receipt of the allegation, the Principal (the 'case manager') will immediately discuss the allegation with the DSL (the 'designated officer'). This discussion will establish the nature, content and context of the allegation and agree a course of action. The DSL may wish to ascertain further details to form a satisfactory judgement. Alternatively, the decision may be made to contact MASH and/or the police immediately.

¹³ KCSIE, para 245.



If no further action is deemed necessary

Where a decision is made that no further action is deemed necessary, the Principal and DSL should both make a record of why they reached this judgement. They will also discuss what information should be put in writing and communicated to the individual concerned. Then they will decide what action with regard to both parties, particularly where they may come into contact with one another. The Principal will consider appointing mentor(s) for one or both parties in the short term.

Informing the accused party

Where a decision has been made by the Principal and DSL that external agencies do not need to be contacted, the Principal will inform the accused person of the details of the allegation. However, where the case is more complicated or serious and a strategy discussion is needed, the Principal should delay this conversation until guidance has been received from MASH and/or the police.

Suspension

In exercising his duty of care both to children and employees, the Principal will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangement can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. The School should consider the impact on the person if they are subsequently reinstated. Further details on suspension are outlined in KCSIE.

Where a child is suffering or is likely to suffer significant harm

Where there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the statutory guidance Working Together to Safeguard Children (particularly on making an assessment). If the allegation is about physical contact, the discussion should have regard to the use of reasonable force in certain circumstances.

Deciding on an outcome

When an outcome has been decided, the Principal and DSL should discuss – with the Governor for safeguarding – the next steps available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position. Where the best course of action is unclear, the School will seek guidance from MASH.

Police and local authority investigations

Where the police or local authority carry out an investigation, the School will ask them to obtain consent from the individuals involved to share their statements and evidence for use in the School's disciplinary process. This will enable the School to take appropriate action promptly after the conclusion of the police and/or local authority investigation/court case.

Non-cooperation from the accused

Where the accused person's period of notice expires or where he/she refuses to cooperate, the School must nevertheless reach a conclusion in the investigation (see KCSIE).

Confidentiality

The parents or carers of a child or children involved in the allegation should be told about it as soon as possible if they do not already know of it. However, if a strategy discussion is required, or police or local authority agencies need to be involved, then parents should be informed after those agencies have been consulted. As the case proceeds, parents should be kept informed of its progress. Any disciplinary hearing will be confidential, though the parents or carers should be told the outcome in confidence.

Parents should be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing (see KCSIE).

Protecting the identity of the accused

The School has a legal obligation to 'maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered' (KCSIE). Exceptions to this are: where the public authorities have published information about an investigation; where the accused effectively waives their right to anonymity by going public or giving their written consent for another to do so; or where a judge lifts restrictions. Any publication, including on social media, of information that could lead to the identification of the teacher by the public, is in breach of the law.

The Principal will take advice from the DSL, police, lawyers and MASH to decide:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if and when it should arise.

Criminal proceedings

Following the conclusion of a criminal investigation, the School will consult with MASH to decide whether any further action, including disciplinary action, is appropriate, and if so, how to proceed. Any criminal conviction for harming children will preclude that person from working with children again.

Duty to make a referral

Where there is evidence that anyone has harmed, or poses a risk of harm, to a child or vulnerable adult, there is a legal duty to report that person to the Disclosure and Barring Service using their guidance. The DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Referral to the DBS will also be made if the person resigns prior to an investigation being carried out or reaching its conclusion.

The School will not make any compromise/settlement agreement in the case of a person deemed unsuitable to work with children. Any such agreement which contained a condition of not referring the case to the DBS would constitute a criminal offence (see KCSIE).

The School will also consider making a referral to the Teaching Regulation Authority (TRA), according to their guidance.

Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to be baseless, the Principal will consider whether to take disciplinary action in accordance with the School's Behaviour Policy.

Where a parent has made a deliberately baseless allegation, the Principal will consider whether to require that parent to withdraw their child or children from the School.

The School reserves the right to contact the police in the case of malicious allegations against staff.

Details of all allegations found to be malicious will be removed from personnel records (see KCSIE).

Record keeping

Except where allegations are found to be malicious, full records must be kept. Where a resolution was reached, a clear and comprehensive summary of any allegations against the member of staff, and all other associated records, including the outcome of the investigation, will be retained on the person's confidential personnel file. This record will be kept until the accused has reached retirement age or for a period of 10 years if that is



longer. Where a resolution was not found, records will be kept for 75 years. This will enable clarification of any future DBS checks where allegations did not result in a criminal conviction, or if a historical allegation is made.

The School will provide details of substantiated allegations in future references.

Review – learning lessons

Where an investigation has occurred, the DSL will immediately review the School's safeguarding procedures and prepare a report for the Governors. Where a substantiated allegation has been found, the DSL should consult with MASH on the efficacy of the School's procedures or practice (including any disciplinary action taken), to ensure the best possible future safeguarding of children.

Contact with MASH once a disclosure has been made

Once a disclosure against anyone working at the School has been made, the School will act without delay, reporting the allegation to MASH within one working day. Only after notifying and consulting with MASH (or, in the most serious cases, the police) will the School undertake an investigation. If the case is thought to be borderline, then the School should still contact MASH and discuss the matter informally.

The DSL will discuss the nature, content and context of the allegation with MASH, as well as what information should be shared with the parents and whether the person about whom the allegation concerns should be suspended. MASH will also advise whether the police should be informed. Written records (eg a follow-up email) will be kept.

Confidentiality and publicity

Once MASH has been fully informed of the disclosure/allegation, the School should do what it can to maintain confidentiality and guard against unwanted publicity. This is so as to avoid prejudicing any criminal proceedings, and applies until the person is charged with an offence or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Reporting to the Disclosure and Barring Service (DBS)

If a member of staff is found to have caused harm or posed a risk of harm to a child and has been released from service, then the School will promptly report them to the DBS. The School will supply full details to the DBS and recognises its legal obligation to do so. This applies to staff who have been dismissed, whose fixed-term contract has not been renewed, ceasing to use a supply teacher, terminating the placement of a student teacher or other trainee, ceasing to use staff employed by contract, no longer using volunteers, resignation, voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The School must not make a 'compromise agreement' that includes non-referral to the DBS. Nor does a refusal to co-operate by the

person receiving the allegation constitute a reason not to inform the DBS. The School will also confirm to ISI inspectors that it has reported to the DBS all instances of action in relation to safeguarding concerns.

Reporting to the National College for Teaching and Leadership (NCTL)

In addition to reporting to the DBS, the School will also notify the NCTL of any teacher who has been dismissed (or who would have been dismissed had they not resigned) and who may require a prohibition order. A prohibition order is appropriate in cases of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence.' The School will have due regard to the guidance in *Teacher misconduct: the prohibition of teachers* (October 2018).

Low Level Concerns

Concerns or allegations which do not meet the harm threshold are termed 'low level' concerns. Such concerns are addressed promptly and appropriately, with all concerns monitored and recorded. Staff are encouraged to share anything that causes them – or which has been brought to their attention by a colleague, parent or child – a sense of unease (including if a member of staff feels uneasy about a situation in which they themselves felt uncomfortable) or a nagging doubt that an adult working with children may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO (or, in Guernsey, MASH).

Examples of such behaviour could include, but are not limited to:

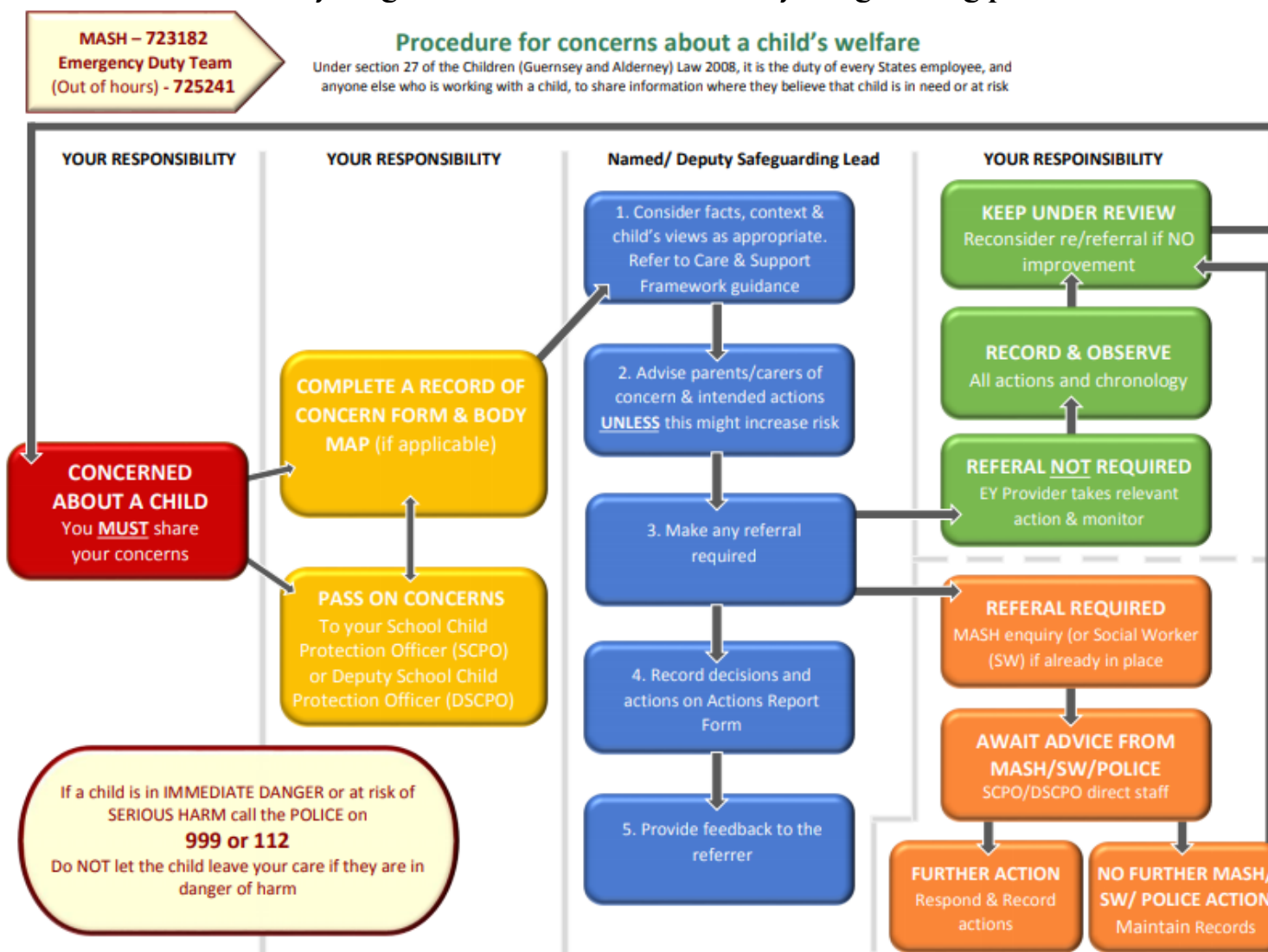
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

In line with KCSIE, all low level concerns should be brought to the attention of the Principal who has responsibility for deciding what action should be taken and for keeping a confidential record at least for the duration of the member of staff's employment.



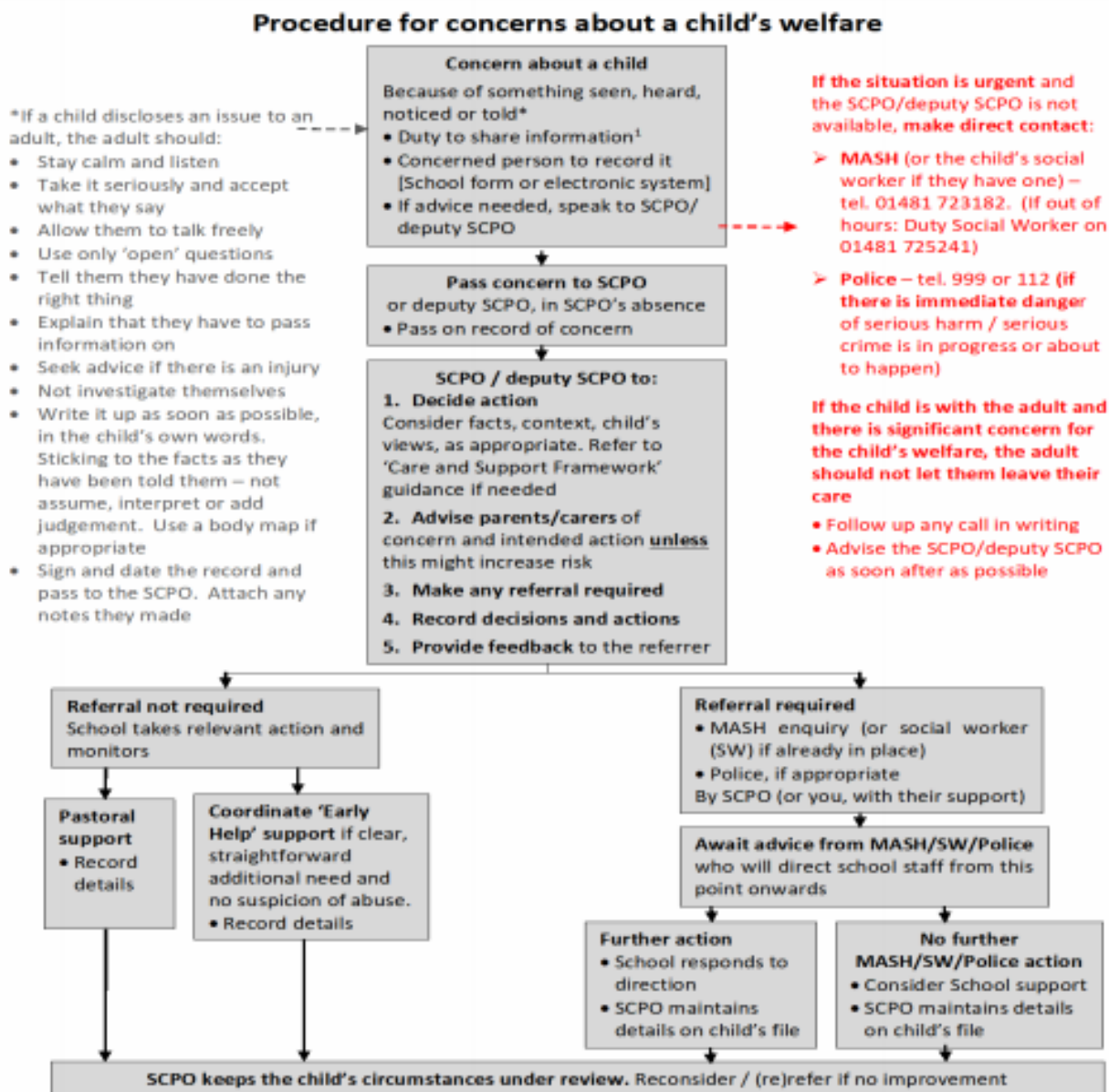
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Summary diagram of Bailiwick of Guernsey safeguarding process





For reference, the Bailiwick of Guernsey procedural diagram for their schools (the 'SCPO' – School Child Protection Officer – is equivalent to the DSL):



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

2. STAFF CODE OF CONDUCT

Purpose of this policy

The purpose of this staff code of conduct is to provide staff with guidance on establishing the safest possible learning and working environment, safeguarding children and reducing the risk of false accusations of improper or unprofessional conduct.

Statutory and regulatory framework of this policy

It has regard to the revised document *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings* (2019), the requirements of the relevant sections of the Education (Independent Schools Standards) Regulations (England) (2014) and the ISI Commentary on the Regulatory Requirements.

Binding nature of this policy

Staff at the School agree to, sign and must adhere to the following code of conduct.

Principles of this policy

- The welfare of the child is paramount (Children's Act 1989; the Children (Guernsey and Alderney) Law 2008, 3.1(b)).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from the Head of Department, line manager or member of the SLT over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- All staff know that the Head of Pastoral Care is the DSL for the whole school. All staff should be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children. This information is contained in the Safeguarding and Child Protection Policy, which is on the staff drive (intranet) and on the School website.

Understanding and adherence to School policies & statutory framework

Staff at the School read, understand and agree to the contents of the School's safeguarding and child protection policy and Part 1 of KCSIE. They also understand and agree to the School's procedures for receiving disclosures and making referrals.

Exercise of professional judgement

While this staff code of conduct and the guidance it draws from and points to hope to provide a reliable guide, there will be occasions and circumstances in which staff have to use their professional judgement in order to safeguard the best interest of pupils. The opportunity for developing this professional judgement is provided principally through induction, INSET, staff meetings and further training courses. The Vice-Principal is responsible for coordinating INSET training for all staff, academic and non-academic, and identifying any need for further training. Staff must read the School's policies relating to staff conduct and seek clarification of anything that they find unclear.

Criminal and disciplinary action

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. The School's disciplinary procedure document, which clarifies actions that constitute gross misconduct, is provided within the standard school contract and a copy is available from the Bursar. The safeguarding and child protection policy outlines the School's responsibilities and procedures for reporting to external agencies allegations of practices of behaviour which have put (or may have put) pupils at risk of significant harm.

ICT

The staff ICT policy gives further guidance on the safe use of ICT and should be read in conjunction with this code of conduct.

Duty of care

The School exercises its duty of care in a number of ways.

- *All* staff have a duty to keep pupils safe and protect them from physical and emotional harm. This duty is carried out partly through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.
- The School as an employer has a duty of care to its employees under the Health and Safety at Work Act 1974. The School must provide a safe working environment and guidance about safe working practices.
- Employees also have a duty of care under the same Act towards themselves and anyone else who might be affected by their actions or failings. Staff should therefore adhere to this behaviour policy and other policies and guidance issued by the School to ensure that they behave responsibly.

Power and positions of trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children in education are in positions of trust in relation to the pupils in their care. No relationship between a member of staff and a pupil can be a relationship

between equals, in that staff possess an element of authority which must not be misused. Staff must ensure that their relationship is in no way exploitative, with power being used for personal advantage or gratification.

Confidentiality

Members of staff may have access to personal details about pupils in order to undertake their everyday responsibilities. This information may be highly sensitive or private and must be treated in a discreet and confidential manner. Where it is shared, it must be on a need-to-know basis and never mentioned casually in conversation. Anonymity should be preserved whenever possible. However, where abuse is alleged or suspected, staff must pass on information without delay to the designated persons specified in the School's Safeguarding and Child Protection Policy.

Propriety and behaviour

The most recent Teachers' Standards (July 2011, updated June 2013) issued by the Department for Education, defines the personal and professional conduct expected of staff as follows.

An adult working in regulated activity is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by the following:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Education (Independent Schools Standards) (England) Regulations (ISSRs) (2014) add that the School and its staff must do the following:

- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- not discriminate against pupils on the basis of protected characteristics, which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

Gifts

Staff should adhere to the School's gifts policy in the Staff Handbook.

Social contact

Members of staff should not establish or seek to establish social contact with pupils of the School. Such contact is inappropriate because it may entail a level of emotional dependence (on either side) that would represent an abuse of the position of trust held by a teacher. If a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Similarly, staff should not share their personal contact information with pupils. They are advised that there are risks in making available their personal details such as telephone numbers and home or personal email addresses. In exceptional circumstances, such as on overseas school trips, where personal mobiles may be shared, details should be deleted after use. The School's internal email system should be used in accordance with the School's ICT policy.

Staff should avoid any favouritism, real or perceived, to one or more pupils and should be aware of the danger of 'grooming', even when this is only apparent. Rewards given to pupils should be in line with the School's rewards system and equitable; pupils should not receive special or personal gifts from teachers. Teachers should be aware that children can easily develop emotionally-dependent attachments to teachers, and that this should be avoided. If a teacher feels that a pupil is developing such an attachment, it should be reported to the DSL and seek guidance. The DSL should make an appropriate record.

Physical contact

Physical contact between staff and pupils is in some circumstances appropriate. The School does not follow a 'no touch' approach. However, staff should ensure that contact is related to a specific need, is of limited duration and appropriate given their age, development, ethnicity and background. Sound professional judgement is required to discern whether physical contact is appropriate in a given situation as this may differ with each pupil.



Physical contact should never be secretive, be for gratification or as a misuse of authority. Should this be the case, the DSL should be notified, a record kept, and appropriate action taken.

Physical contact should be ad hoc rather than regular, unless part of a formally agreed plan (e.g. in relation to pupils with SEN or a disability) in line with School policy. It is advisable to seek the child's permission before initiating contact. Contact should then be sensitive to the child's reaction and feelings, and contact should be as minimal and brief as possible.

Children who have suffered previous abuse or neglect ought to be treated with special consideration as physical contact may be associated with previous experience, and staff may be exposing themselves to allegations.

Some pupils may seek out inappropriate physical contact (e.g. hugs, over-familiarity). In these circumstances staff should sensitively deter the child and help them to understand the importance of physical boundaries. The DSL should be notified.

Pupils in distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age appropriate physical contact. Staff should be aware that their behaviour should be professional, minimal and not secretive. If the member of staff is concerned that the contact could be misinterpreted, then the DSL should be informed and a record kept.

Physical contact in the context of sport, music & other activities requiring contact

Some staff may need to employ physical contact in sport, music or some other School activity in order to demonstrate a technique or safety procedure. This should be done with the pupil's agreement. Contact should be the minimum required and in no way secretive. Staff should be alert to any discomfort expressed by the pupil, verbal or non-verbal.

The DfE provides the following guidance:¹⁹

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the School;
 - when comforting a distressed pupil;
 - when a pupil is being congratulated or praised;
 - to demonstrate how to use a musical instrument;

¹⁹ Use of reasonable force, p 8.



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- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to give first aid.

Changing

Young people are entitled to respect and privacy when changing clothes, using the toilet or taking a shower. However, an appropriate level of supervision is also necessary to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

If there is a genuine reason to do so teachers may enter pupil toilets or changing rooms, though they should be of the same sex wherever this is possible.

Staff should follow the protocols for changing.

Primary School: changing for Games in classrooms

Staff should:

- occupy themselves with administrative tasks while the pupils are changing (e.g. they could be marking or reading) and only interact during changing with them if truly necessary;
- ensure that pupils remain in the personal areas behind their desks;
- ensure that boys and girls are appropriately separated.

Pupils should be reminded to:

- observe modesty at all times;
- respect the privacy of other pupils by remaining in designated areas;
- get changed quickly.

Behaviour management

All staff have a responsibility to manage the behaviour of pupils to ensure the safety of all pupils (and staff) in an environment suited to learning. Staff have a responsibility to follow the School Behaviour Policy when identifying offences and applying a punishment. In some cases, which may be unclear or involve more serious offences, staff should consult the Phase Leaders, Primary, Senior and Sixth Form. No matter what the problem, all pupils have a right to be treated with respect and dignity. As in all schools, corporal punishment is against the law and humour should not be used to demean or upset pupils. Staff should be aware that the School's anti-bullying policy applies to all members of the School community (pupils, parents, staff, Governors, Trustees).

Care, control and physical intervention

Corporal punishment must be distinguished from the use of reasonable force, as outlined in the DfE guidance *Use of reasonable force* (July 2013). This guidance explains that all School staff may use force to control (e.g. 'guiding a pupil to safety by the arm') or restrain (e.g. holding a pupil back when breaking up a fight) when exercising their duty of care. Reasonable force means 'using no more force than is needed' and taking every step to avoid injury. Reasonable force can be used to prevent pupils from 'hurting themselves or others, from damaging property, or from causing disorder.' The decision whether to physically intervene 'is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.' The DSL should be informed when force has been used on a child, and will decide whether parents should be informed, and the matter recorded.²⁰ Common sense should prevail.

Sexual contact with pupils

Any sexual behaviour by a member of staff with or towards a pupil (or any other child) is both inappropriate and illegal under the Sexual Offences Act 2003. Illegal sexual activity includes penetrative and non-penetrative acts and also non-contact activities, such as exposing children to pornography. Keeping Children Safe in Education (2020) gives the following definition of sexual abuse:²¹

***Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may 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. They may also include 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. The sexual abuse of children by other children is a specific safeguarding issue in education (see Peer on Peer abuse section).*

'Grooming' is the practice of establishing a relationship with a child with the intention of abusing that child. Staff should be aware that favouritism or gift-giving to a child or children might be construed as 'grooming', which is an offence. Staff should avoid any form of communication with a child which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact.

²⁰ Use of reasonable force, p 7.

²¹ KCSIE, para 25.



One-to-one situations

Some staff work with pupils in one-to-one situations, such as instrumental music lessons, and this arrangement may make them more vulnerable to allegations. They should do what they can to ensure that their conduct is transparent (for example, positioning the lesson near the window in the door). Wherever possible, the door should be left open. Staff should not meet pupils in secluded areas of the School. If a pupil becomes distressed, then the member of staff should report this to the DSL.

Transporting pupils

In rare circumstances, it may be necessary for a member of staff to transport pupils in their car. To do so, teachers must be approved by the Bursar and Principal, their driving license and insurance having been satisfactorily checked. Each individual journey where a teacher transports a pupil must be approved by the Vice-Principal. Staff are advised to avoid situations where they are alone with a pupil in a vehicle. Finally, when transporting a pupil, staff act *in loco parentis*, meaning they have a duty of care towards the pupil until he is handed over to a parent/carer. Where staff transport pupils, parental consent will always be obtained beforehand.

Educational visits, residential trips, sports and after School activities

A less formal tone may be appropriate during school visits, residential trips or at a sports fixture, but staff must remember that they remain in a position of trust and that they should not behave in such a way as to be accused of seeking to establish an inappropriate relationship or friendship. Staff should discourage pupils should they be adopting an overly familiar manner, and report any such concerns to the DSL.

On residential trips, staff should be particularly vigilant around bedrooms and bathrooms, particularly avoiding interaction with pupils who are getting changed and not, for instance, sitting or lying down on a pupil's bed.

Careful consideration needs to be given to sleeping arrangements. Staff bedrooms, washing and lavatory facilities should be separate from those of the pupils.

Alcohol, tobacco and illegal drugs

- Alcohol: staff should not consume alcohol while exercising their duty of care to pupils. However, in circumstances (e.g. at an evening function or formal meal) where alcohol may be consumed, on duty staff should use the drink drive limit for the country they are in.
- Tobacco: tobacco (including vaping) should not be consumed at school or in the presence of students.
- Use of illegal drugs is strictly forbidden and would constitute grave misconduct, whether or not in an educational setting.



First Aid and the administration of medication

Information about pupils with specific allergies or medical needs is displayed in the Medical Room.

In the event of an emergency, staff should dial 999 and ask for an ambulance.

The School has a number of trained first aiders (listed in the Staff Room and the Medical Room). Staff qualified in First Aid should also receive any necessary training in administering the relevant medications used at the School. All academic staff (including non-First Aiders) are shown how to administer certain emergency medications (such as an EpiPen), by trained professionals through staff training sessions. Wherever possible, medication should be administered by a First Aider.

Parental consent (via form, letter, telephone, email, text) is needed before giving any medication to a pupil, including over-the-counter medicines such as paracetamol, ibuprofen or antihistamine. Parents sign a medical consent form at the beginning of the academic year to grant the school permission to act in the best interests of their child in an emergency.

The curriculum

Some aspects of the curriculum – in Science or PSHE – will include, or may easily run into, subject matter of a sexual or sensitive nature. Care should be taken that resources do not offend the modesty of pupils and that the lesson does not stray from the learning objective. Pupils may ask questions that it would be inappropriate to answer. Some discussions may be more appropriately discussed away from a whole-class forum, and staff should consult the DSL for guidance.

Staff should follow the School's Relationships and Sex Education Policy (RSE). If a teacher or pupil feels uncomfortable following a discussion, this should be reported to the DSL as soon as possible. The circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file. The DSL will inform parents as necessary.

Staff should be alert to anything that would constitute a disclosure, in which case they should follow the School's disclosure procedure in the Safeguarding and Child Protection Policy.

All staff at the School, Catholic or otherwise, have a duty while carrying out their role at the school to uphold the moral teachings of the Catholic Church as defined in the Catechism of the Catholic Church and other official and binding documents. At the same time, teachers should be clear about the binding nature of the law (e.g. pertaining to the Marriage (Same Sex Couples) Act 2013).

As stipulated in the Education (Independent School Standards) Regulations (2019), 3.19, teachers should avoid ‘the promotion of partisan political views in the teaching of any subject in the school.’ The presentation of topics should be balanced. With regard to radicalisation, government advice is that ‘the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.’²²

Photography, videos and other creative arts

Many School activities involve recording images, which are undertaken as part of the curriculum, extra School activities, for publicity, or to celebrate achievement.

Parental permission for using images for publicity purposes is sought from parents when their child joins the School.

Staff should follow the Use of Pupil Images policy. Staff should think carefully about the pictures they take and avoid any inappropriate or demeaning photographs or videos.

Internet and social media communication with pupils

Staff should be aware that their professional standards and duty of care apply equally to the digital and online sphere. Staff should at all times adhere to the staff ICT policy. Staff should be conscious of the risks of using social media and should not engage with pupils via Facebook etc. Staff who are unsure about some aspect of online behaviour should seek the advice of the DSL. It is not advised that staff engage on social media with pupils who have left the school but remain in full-time education. When pupils email a member of staff directly, this should be through the School’s own email system and for a strictly necessary purpose (e.g. emailing a worksheet or giving the page number for prep). Staff should not engage in overly familiar exchanges online which could be judged as inappropriate.

Staff should be aware that inappropriate behaviour online, or misuse of any device with imaging and sharing capabilities, may result in disciplinary action. Staff must not use personal devices for any reason in the Nursery and Reception classes, and any smartwatches must be kept in Airplane Mode while working with Nursery children. Photos/videos/images may only be taken on the relevant school device ie the class phone or iPad.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The School has a whistleblowing policy as part of its safeguarding and child protection policy (see Section 4 of this policy, below) that meets the terms of the Public Interest Disclosure Act 1998 and aims to support staff in

²² Prevent, 5.

appropriately reporting any concerns. Staff are obliged to read and adhere to this policy in full.

Staff members are expected to understand and take seriously their individual responsibilities to bring matters of concern to the attention of senior management and, where necessary, relevant external agencies. This includes concerns about the behaviour of another staff member in addition to concerns about poor or unsafe practices or potential failures in the School's safeguarding regime.

Sharing concerns and recording incidents

All staff should be aware of the School's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association or seek legal advice.

Any safeguarding concern or incident should be clearly and promptly recorded and reported to the DSL or the relevant person indicated by the table ('Whom to report a disclosure or concern') above.

Members of staff are encouraged to discuss with their line manager, Head of Department or member of the SLT any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided, or action can be taken.

Disclosure and barring service (DBS)

All staff are subject to an enhanced Disclosure and Barring Service check before taking up their positions at the School. It is the responsibility of members of staff to inform the Principal in confidence if they are charged with a criminal offence whilst in the employment of the School.



3. WHISTLEBLOWING PROCEDURES

The following whistleblowing procedure has regard to Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2020) and Whistleblowing for employees.

The School has an obligation to adhere to the law, to the statutory framework specific to it as a School, and to follow best practice, particularly in safeguarding and health and safety. Within this ethos, the School trains its employees to report concerns to the relevant senior members of staff, the governing body and external agencies. The School engages its staff through meetings, committees and other means as a means of valuing their perspective and reflecting on the School's practice. Staff are trained to know how to report a concern. The Safeguarding Policy in particular explains in detail the responsibility of every member of staff to safeguard children and that any member of staff can make a referral to MASH.

Definition and scope of whistleblowing

A whistleblower is an employee who reports wrongdoing at work that is of public interest. Whistleblowing means reporting something that affects others.

Whistleblowers are protected by law, which means that they will not be treated unfairly or lose their job because they 'blow the whistle' on malpractice. Concerns can be raised regarding incidents from the past, in the present or may be believed to be happening in the near future.

It is important to remember that a compromise agreement may not bind an employee (or former employee) from reporting a concern and blowing the whistle.

Examples of what an employee may blow the whistle on under the law.

- A criminal offence, e.g. fraud or abuse.
- Endangering someone's health and safety.
- Risk or actual damage to the environment.
- A miscarriage of justice.
- If the School is breaking the law.
- If someone is covering up wrongdoing.
- Failures in the School's safeguarding provision

It should be noted that, unless it is in the public interest, employees who raise grievances (e.g. bullying, harassment, discrimination) are not covered by whistleblowing law. Such grievances should be raised under the School's grievance procedure.



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Raising unfounded and malicious concerns

Within a culture of safety employees are asked to raise legitimate concerns in good faith, with the assurance that their position will not be prejudiced. If, however, concerns are raised that are deliberately unfounded, malicious or mischievous, this may constitute an offence in itself, and the employee may be subject to the School's disciplinary procedure, including gross misconduct and dismissal.

Further information about whistleblowing

Further information about whistleblowing is available for employers and employees from the charity Public Concern at Work.

Whom to inform

If the matter is a child protection concern, the staff should follow the procedure for making a referral as outlined in the safeguarding and child protection policy, sections 1 and 2.

Who a member of staff informs will depend on who the concern is about and the nature and seriousness of the concern. In the first instance, the whistleblower may choose to raise the matter internally. This enables the School to address the issue and, where possible, to correct, clarify or explain their behaviour, and, where necessary, to take further action.

The School has identified the Principal and Chair of Governors as the correct people to receive a concern from a whistleblower. The whistleblower is free to choose whether to communicate in person, by telephone or by writing (letter or email, marked private and confidential). Anonymity will be preserved wherever possible.

Mr Robert O'Brien
Principal
Blanchelande College
Les Vauxbelets
Guernsey GY6 8XY

Tel 01481 237200

Email obrienr@blanchelande.sch.gg

Mr Trevor Wakefield
Chair of Governors
Blanchelande College
Les Vauxbelets
Guernsey GY6 8XY

Tel 07781 102568

Email trevorgalp@suremail.gg

The School's procedure

Once a concern has been raised the Principal or Chair of Governors will carry out a preliminary investigation. The resulting assessment may identify the need to involve third parties for further information, advice or assistance; for example, other staff, external auditors, legal or personnel advisers, the local authority or the police. Written records will be kept, and appropriate action taken promptly, including, as appropriate, disciplinary action or referral to an external agency.

The whistleblower may be provided with information regarding the outcome of the investigation and is entitled to press for further action if unsatisfied with the process or its outcome.

Fear of blowing the whistle

If a member of staff feels unable to raise an issue or feels that their genuine concerns are not being addressed, they may contact the NSPCC whistleblowing helpline on 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

4. SAFE RECRUITMENT

Safe recruitment of staff is a vital part of creating and ensuring the safety of children at the School. The School's procedures have regard to Part 3 ('Safer recruitment') of Keeping Children Safe in Education (September 2022), Part 4 ('Suitability of staff, supply staff, and proprietors') of the ISI regulatory handbook (September 2021) which implements the Education (Independent Schools Standards) Regulations (England) (December 2014) and and, for Nursery, the Early Years Quality Standards Framework (EYQSF).

The aims of the School's safer recruitment procedures are as follows:

- that staff are appointed on the basis of merit, ability and suitability for the role advertised;
- that all applicants are considered equally and consistently;
- that applicants face no unjust or illegal discrimination;
- that the School's recruitment process complies with government legislation and guidance, in particular the current version of KCSIE, and guidance issued by the DBS;
- that the School meets safeguarding requirements, in particular by carrying out the required pre-employment checks.

Retention of records

The School will make copies of all relevant documentation submitted in the application and recruitment process. The School adheres to the Data Protection (Bailiwick of Guernsey) Law 2017 and General Data Protection Regulation. Documents of successful candidates will be kept for the duration of their employment and for six months thereafter; unsuccessful candidates' documentation will be securely destroyed after six months.

Recruitment and selection procedure

Part 4 of the Education (Independent School Standards) Regulations (2014) establishes the checks that the School must make before employment may commence. Safe recruitment consists of 'including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.'²³

²³ KCSIE, para 131.



5.1 Permanent staff

Application process

- Via www.tes.co.uk, or upon request from the School, or via the school's website, candidates receive an application pack comprising of a job description, person specification and application form.
- The application form (see Appendix 1) requires the following information: personal details, education and employment history, disability or special provision required, referees and a criminal conviction declaration.
- The application form also explains the safeguarding checks that the School will undertake on any successful applicants and directs candidates to the School's safeguarding and child protection policy on the School website, and that successful applicants will be required to demonstrate their right to work in Guernsey.
- A CV is not requested and may not be submitted in place of a completed application form, though candidates may submit a CV in addition to their application form, should they so wish.
- Candidates are then shortlisted by the Principal, in consultation with SLT (and, for Nursery, the Nursery Manager), and invited to interview.

Referees

The School requires two references, of which one must be the current/most recent employer (i.e. school if the applicant is a teacher). Shortlisted candidates who agree to come to interview will have references gathered by the Principal's PA. Reference request forms include the following question: *Are there any reasons why the candidate should not have access to children? Please include any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children, and the outcome of these concerns. Please include all disciplinary offences related to children, even if 'time expired'.*

The two references must be submitted to the School in writing. Notes from any further details provided over the telephone will be recorded on the applicant's file.

Interview

At interview, the panel will ask the candidate some questions about safeguarding children, as well as other questions on the suitability of the candidate for the post defined in the job description and person specification.

For Nursery, candidates will spend around thirty minutes to enable observation of the candidate interacting with the children.

Checks on identity, qualifications and right to work in Guernsey

While at the School for interview, candidates will be required to verify their identity. The identity check will be made against an official document that includes photographic identity

(i.e. a passport or driving licence). A second form of identity should confirm the address of the applicant (e.g. a utility bill, bank statement or similar). Candidates should also bring original certificates of any educational and professional qualifications cited in their application or requested by the School.

Finally, the School follows the Home Office guidance on checking a job applicant's right-to-work documents. Any UK citizen has the right to work in the UK. Non-UK citizens must show genuine, original and unchanged documents belonging to them. These may be a passport, work visa or Certificate of Entitlement to the right of abode in the UK. Copies will be kept by the School according to its policy on retention of records.

Letters of appointment, acceptance and contract

The successful candidate(s) will receive a letter of appointment which stipulates the particulars of the job offer, a contract incorporating the School's standard terms, and conditions of employment and the expected starting date subject to the submission of a medical questionnaire and further satisfactory completion of safeguarding checks by outside agencies.

Nursery appointments

In addition to the standard recruitment checks carried out by the College, for Nursery roles the following will be carried out:

- Personal Declaration Form to become a Nursery Leader/ Assistant (SOG)
- Health Check form from GP (not for volunteers)
- Children and Family Community Services Check (to be sent to SEYT for processing)
- Enhanced DBS check via the Update Service

DBS checks and barred list information

All successful candidates must receive clearance at the enhanced level from the DBS before commencing employment at the School. If they are in regulated activity, then the enhanced check must include barred list clearance. 'For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.'²⁴

The candidate receives from the DBS their certificate which must be presented to the School as soon as possible after receipt and prior to taking up the post.

Where a candidate is signed up to the DBS online update service, checks should be made. If the update service indicates a change in status since the last full enhanced check, a new full check must be made.

²⁴ KCSIE, Part three: Safer recruitment.

Commencement of employment pending a DBS disclosure

If there is a delay in receiving a DBS disclosure, the Principal may, under strict controls, allow the person to begin work pending its receipt. In such a case, the School will check the Children's Barred List and any other available checks, such as identity and references, and establish appropriate supervision and a risk assessment (see Appendix).

Recruitment of ex-offenders

All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All previous convictions (including those considered 'spent') must be disclosed to the School. Failure to do so may result in summary dismissal on the grounds of gross misconduct and may also constitute a criminal offence.

If a DBS check identifies a criminal record, the Principal will make a judgement about the candidate's suitability, taking into account only those offences which may be relevant to the particular job or situation in question, the nature of the appointment, the age of the offence and its frequency. The Principal will confirm in writing whether the person can be employed and, if so, any mitigating actions and controls to be put in place.

It is unlawful for the School to employ anyone who is barred from working with children. As it is similarly unlawful for such a person to apply for a position within a School, the School will make a report to the police if:

- it receives an application from a barred person;
- it is provided with false information in, or in support of an applicant's application;
- it has serious concerns about an applicant's suitability to work with children.

If an applicant wishes to dispute any information contained in a disclosure, the applicant can do so by contacting the DBS direct.

Prohibition from teaching

Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Prohibition checks are made through the DfE Sign-In service, a database of teachers with QTS that shows any restrictions, prohibition orders, or failure to complete induction or probation year. This is done by entering a name or teacher reference number into the database to ascertain whether any prohibition orders are registered against the individual concerned. This service covers prohibitions across the European Economic Area.

Prohibition from management ('section 128 directions')

Staff appointed to management positions (as defined in the ISI regulatory handbook) must not be prohibited from holding a managerial position in an independent school (i.e. subject to a section 128 direction). The School will check via the Teacher Services' system that no

such directive is in place before confirming the appointment. This applies to appointments from August 2015 and includes internal promotions.

Overseas checks, if appropriate

If the applicant has spent a significant time abroad – ISI recommends more than three months, though there is no prescribed time – the DBS may be insufficient. Unless this time relates to a period of time under the age of sixteen, the School will, in such cases, ‘obtain whatever evidence of checking is available from the person’s country of origin (or any other countries in which he or she has lived) and do this before the appointment is made.’

Where the NCTL Teacher Services’ system brings to light a teacher sanction imposed by an EEA (European Economic Area) professional regulating authority, the School ‘should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate’s suitability for employment’.²⁵ The EEA sanction is not, however, legally binding in Guernsey.

It is important that, even if a candidate has spent little or no time in the UK or Guernsey before, they still receive the DBS vetting.

Declaration of mental and physical fitness

Upon receiving an offer of employment, prospective employees must complete a medical questionnaire (see Appendix). The School may legitimately ascertain that the candidate is physically able to carry out the role, and ask the applicant to sign that they ‘know of no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibility required by the post in question.’ The School may only ask questions that are related to an intrinsic function of the work. The School is bound to make reasonable adjustments for disabled people to be able to undertake employment.

Single Central Register of appointments

The Bursar will ensure that the correct information is stored on the Single Central Register of appointments (hereafter SCR). The SCR records the following checks for all members of staff at the School:

- identity;
- Barred list/List 99 (date of DBS check unless a separate earlier barred list check was undertaken);
- professional qualifications;
- enhanced disclosure (or DBS Status Check);
- overseas checks, where applicable;
- right to work in the UK;

²⁵ KCSIE, paras 172-173.



- prohibition from teaching check;
- prohibition from management check;
- completed application form;
- medical fitness declaration;
- self-declaration of non-disqualification by association.

In the case of older appointments, some evidence may not be available to support the production of a fully complete SCR. Where this is the case, the School will take steps to fill in as many gaps as possible.

The following table illustrates whether an individual requires inclusion in the SCR:

	Part 4 applies?	Requirement to include on the SCR?
Staff, whether or not in regulated activity	Yes paragraph 18	Yes
Volunteer	No*	No – KCSIE no longer directs that checked volunteers should be recorded on the SCR.
Supply Staff	Yes paragraph 19	Yes
Employees of contractors and other third parties (eg visiting professionals)	No*	No
Self-employed contractors arranged by the school (whether or not charged direct to parents)	Yes if effectively 'staff', otherwise, no. (See note 334 later)	Yes if effectively 'staff', but otherwise, no. (See note 334 later)
Chair of proprietors/governors	Yes paragraph 20	No (see note 426 later)
Other proprietor/governor (members of a body)	Yes paragraph 20	Yes
Non-proprietor governor	No*	No
Adults who supervise children on work experience	No*	No
Host families	No*	Not required on SCR if a 'private arrangement' between families. Otherwise, if the school is the regulated activity provider, they should be included.
* Those categories marked 'No' may still need vetting checks – as part of the school having regard to DfE safeguarding guidance, and schools may continue to include them on the SCR if they wish. The section from note 443 onwards at the end of this Part gives further details.		

5.2 Supply staff

The School may occasionally employ teaching, sports and non-teaching staff through supply agencies.

Confirmation of checks by supply agency

The School must receive written notification (notification only, not copies of documentation) from the supply agency that it has made checks of the following:

- identity;
- Barred list;
- qualifications;
- overseas checks, where applicable;
- right to work in Guernsey;
- prohibition from teaching;
- date of written notification that it or another agency has received an enhanced disclosure, and the date of the disclosure;
- whether the agency has supplied a copy of the enhanced criminal record certificate;
- date of written notification that it or another agency has received an enhanced disclosure, and the date of the disclosure;
- whether the agency has supplied a copy of the enhanced criminal record certificate.

Identity and DBS check by School

In addition to ascertaining that the supply agency has checked the identity of the person (see list above), the School makes its own check upon arrival. The School must also see a copy of the DBS certificate, which must be less than three months old when the person starts work at the school (unless s/he has been working in a school in the last three months).

Single Central Register

For supply staff, the School will record the following on the SCR:

- The date the agency made the relevant checks
- identity checks on arrival;
- CV / application form, references;
- medical fitness declaration;
- disqualification from childcare.

5.3 Contractors

The checks required for contractors depend on whether they are occasional/temporary or long-term/permanent, and again whether the person is in regulated or non-regulated activity.

It should be noted that those on the school site when pupils are not present for example during School holidays, do not require vetting checks.

Occasional/ temporary contractors

Where checks are not carried out on occasional/temporary contractors, the School adheres to the following procedure guidance from KCSIE: 'Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.'²⁶

Regular/ long-term contractors employed by a third party

Where the school employs some regular/ long term contractors employed by a third party who are in regulated activity (i.e. may come into unsupervised contact with children). Examples of people in this category are agency chefs, student teachers on placement, the School chaplain and visiting professionals such as the School nurse. Such people need the same checks as School staff (see above, under the heading 'Single Central Register of appointments'). However, these checks should be carried out by the employing organization, with verification by the School of these checks, with the information – including the number of the person's enhanced DBS with barred list status – recorded on the SCR.²⁷ The School will also check the person's identity upon arrival (i.e. photographic identification such as a passport or driving licence).

Regular/long-term contractors who are self-employed

As self-employed contractors cannot vet themselves, the School requires them to be checked by their professional associations. If this is for some reason not feasible, the School will run checks for them (as outlined for School staff above, under the heading 'Single Central Register of appointments').

5.4 Volunteers

Under no circumstances will a volunteer, in respect of whom no safeguarding checks have been undertaken, be left unsupervised with children or allowed to engage in regulated activity.

Prior to engaging a volunteer, the DSL will consider the proposed activities and what, if any, vetting checks are required, in line with the School's policy and statutory law.

It should be noted that family members of School staff do not reside at the School or enter into regulated activity and therefore are not subject to checks.

²⁶ KCSIE, 197.

²⁷ In some cases it may not be necessary to receive the number, but only written confirmation that the checks have been done. See ISI Commentary on the BSO Standards.



5.5 Guest speakers

The School is conscious that the School's safeguarding duty extends to the selection of guest speakers. Guest speakers should not be known to hold extremist views and should be supervised at all times while visiting the School. The Principal must approve all invitations for guest speakers.

5.6 Governors and Trustees

Guidance on the recruitment and vetting of Governors is provided in the ISI Commentary on the BSO Standards, pages 58-61. All Governors and Trustees undergo enhanced DBS checks (without barred list checks). Governors and Trustees are never in regulated activity with pupils.

5. THE DESIGNATED SAFEGUARDING LEAD & SAFEGUARDING TRAINING FOR STAFF, GOVERNORS AND VOLUNTEERS

The School's Designated Safeguarding Lead (DSL) is responsible for leading child protection in the School. The DSL has a statutory duty to liaise with Bailliwick external agencies in line with *WT*.

The nominated Designated Safeguarding Lead (DSL)

The DSL for the whole school is Hugh Tabel (Pastoral Manager). The DSL is available both during and outside of school hours for staff to discuss any safeguarding concerns.

Email tabelh@blanchelande.sch.gg

Tel 07781 154 343

The Deputy Designated Safeguard Lead (DDSL)

The DDSL for the whole school is Kelly Fay (Assistant Pastoral Manager). The DDSL will be trained to Level 3 Safeguarding.

Email fayk@blanchelande.sch.gg

Role of the DSL

The DSL is responsible for managing referrals, training and raising awareness relating to abuse, neglect and radicalisation. The key responsibilities of the DSL are outlined in KCSIE, Annex C. The DSL will also have regard to the NSPCC document '[When to call the police](#)' to help understand when it should be considered to call the police and what to expect when this has been done.

Whilst the activities of the DSL is delegated as per Annex C of KCSIE, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated.

Managing referrals

The DSL will refer all cases of suspected abuse to the following:

- MASH and or Children's Services;
- other designated staff, such as Principal and Vice-Principal (where staff at the School are involved);
- the Disclosure and Barring Service (where a staff member is dismissed or leaves the School due to risk/ harm to a child);
- Police (where a crime may have been committed).



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The DSL will liaise with the Principal to inform him of issues, especially of ongoing enquiries under section 23 of the Children (Guernsey and Alderney) Law 2008 and police investigations.

The DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Record keeping and child protection files

A child protection record may be started for an individual child as soon as the school is aware of any child protection concerns about that pupil. This may arise in a number of ways:

Where more than one file exists in relation to an individual child, this will be noted on each file. Each file should be dated, and the number of volumes indicated, e.g. January 2006, Vol. 1 of 3.

The child protection file should contain:

- A cover sheet stating the child's full name, date of birth, address and information about family members. (Appendix)
- A detailed chronology, updated on a regular basis should be held at the front of the child protection file. (Appendix)
- Any concerns raised by staff
- Copies of any referrals to any outside agency
- Any child protection information received from previous schools or other agencies
- Copies of any referrals from the DSL to MASH
- Where the child is subject to a Child Protection Plan, notes/minutes of any Child Protection Conferences and Core Group Meetings, etc.
- A written record of any instances where physical restraint was used.

Documents should not be removed from the child protection file and the file itself should not be removed from the Principal's office. Access to child protection files is strictly limited to the DSL and Principal.

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and are kept together, securely and separate from the child's general school records in a locked file in the Head of Pastoral Care's office.

Files on extended family members should be kept together and cross-referenced.

Where a pupil has a child protection file, their standard pupil file will be marked with a green star. This enables staff who may be recording pastoral issues on the file to enquire as to any safeguarding context that they should be aware of. It also acts as a prompt as and when pupil files are being transferred to other schools.

The Head of Pastoral Care / DSL will ensure that, when a child transfers to another school, any child protection file will be immediately transferred, separately from their main file, making direct contact with the relevant person in the destination school as required.

Relevant staff will be informed of the necessary information where a child arrives from another school with a child protection file.

Training

The DSL receives updated Levels 2 and 3 child protection training every three years in order to do the following:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures, especially when inducting new and part-time staff;
- be alert to the specific needs of children in need, those with SEND and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, acting in the best interests of the child.

The DSL will complete the online Channel General Awareness module and receive any further training made available to schools within the Bailiwick of Guernsey.

Monitoring staff training

The DSL will maintain a log of all staff safeguarding training, with an overview log of individual training supported by individual certificates. This log will include induction, INSET, external courses and visits (forums, TAC, MASH visits, etc.).

Raising awareness

The DSL should ensure the School's policies are known and used appropriately. The DSL will do the following:



- ensure, with Governors, that the School's safeguarding and child protection policy is reviewed annually, that the procedures and implementation are updated and reviewed regularly;
- present to Governors a termly high-level summary of safeguarding cases and developments, indicating the frequency of issues, any trends and particular challenges, training needs, and developments in the field of safeguarding.
- ensure that the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- provide a link with MASH and other relevant external agencies to make sure staff are aware of training opportunities and the latest policies on safeguarding;
- where children leave the School, provide their new school with their child protection file as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Transfer of School records

In accordance with KCSIE (Annex B), it is the responsibility of the DSL to, 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.' The file should be shared between DSLs and/or Head Teachers following telephone contact, and never via third parties, including parents or carers. Evidence of the file transfer should be kept, including confirmation of receipt. File transfer can be by hand, by recorded delivery to the appropriate named individual or by secure electronic means. If by recorded delivery, the DSL will phone ahead to notify the receiving party, and the file will be marked 'Strictly Confidential' and for attention of the named DSL only. The receiving DSL should confirm receipt in writing.

Information Sharing

Information sharing is essential for effective safeguarding. All staff are encouraged to be alert to the signs and triggers of child abuse and neglect through safeguarding training at staff meetings and INSET. Colleagues develop trusting and supportive relationships with the pupils through the school's pastoral system and adopt an open and enquiring mind to what could be the underlying reasons for behaviour change and to share these concerns in a timely and accurate manner.

The School has regard to the Government's guidance in Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018) and to Children Law Guernsey and Alderney Information Sharing: Guidance for practitioners and managers working with children and families.

This includes:

- being aware of the processing conditions which allows us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

There are seven principals of sharing information (see 'Information Sharing for practitioners') and colleagues should consider whether sharing information is likely to support the safeguarding and protection of a child. All information shared should be:

- **necessary and proportionate** – share no more information than is of use and consider the impact on the subject;
- **relevant** to the purpose of those who need it;
- **adequate** for purpose, easily understood and reliable;
- **accurate** and up to date. It should clearly distinguish between fact and opinion;
- **timely** – shared in a timely manner (seeking consent could cause delay);
- **secure** – shared and stored in a secure way; recorded and reviewed.

Every member of staff knows it is their responsibility to share any safeguarding concerns and will not assume that someone else will pass on the information which may be critical to keeping a child safe. Blanchelande encourages all staff to share safeguarding information, by assuring colleagues that sharing information must not stand in the way of the need to promote the welfare and protect the safety of all pupils.

Staff are required to keep a record of what has been shared and with whom and to forward to the DSL. The DSL must obtain consent to share information unless it places the child at risk. If consent is not obtained and information is shared, the DSL must make a clear written report about the reasons for sharing. Information about a pupil will only be kept as long as is necessary, until they have left the school.

Safeguarding and Child Protection training for staff

All adults working at the School who may be in regulated activity with children receive annual safeguarding and child protection updates in accordance with advice received from HSC and the Child Protection Forum of the Guernsey Education Department. This includes staff, relevant Governors, coaches, temporary staff and volunteers. This should enable them to recognise the possible signs of abuse, neglect and radicalisation and to know what to do if they have a concern. Staff also receive updates (e.g. through email or staff

meetings) when new statutory guidance documents or other useful sources of safeguarding guidance are published. Temporary staff receive a one-to-one briefing with the School's DSL about the School's safeguarding policy.

Training includes:

- reading the Safeguarding and Child Protection policy (i.e. this policy);
- reading the staff code of conduct, contained in this policy;
- being informed of the identity of the DSL and procedures for informing for of concerns;
- receipt and reading the latest version of part one of KCSIE (2022), with a signed declaration that they have read, understood and agreed to comply with its contents;
- receipt and reading of 'What to do if you're worried a child is being abused';
- completing the online Level 1 Child Protection e-learning training: <http://theinstitute.gov.gg/>
- Every two years, all staff and governors complete Level 2 Child Protection Training.

Records will be kept by the DSL of attendees at INSET and of further safeguarding courses attended.

The DSL will attend conferences and training days to develop their competence in safeguarding and child protection.

Governors

The Clerk to the Board of Governors coordinates safeguarding and child protection training for governors at induction and on a continuous basis, mirroring the training of staff. 'This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.'²⁹

6. OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

The School has other significant safeguarding and welfare responsibilities. These include the following:

- health and safety – risk assessment of onsite and offsite activities;
- photography and images;

²⁹ KCSIE, paragraph 81.



- safeguarding education;
- bullying;
- e-safety;
- secure premises;
- missing pupils;
- school attendance.

Health and safety: risk assessment of onsite and offsite activities

The School has a legal duty of care to ensure that its staff and pupils are safe whether at school or engaged in some other School-related activity. Full details are contained in the School's health and safety policy and educational visits policy.

Where pupils are on-site or engaged in activities organised by the School, the School's safeguarding and child protection policy and procedures apply.

Where other organisations provide services or activities, the member of staff responsible for arranging the services will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

Sixth Formers have clearly defined policies and protocols for when they may be off-site, whether during breaks or on other activities including self-directed volunteering where they are not supervised by a member of staff. Guidance is provided in the Sixth Form Handbook.

Attendance

There is a distinction between being absent from education and being missing from education. Both can be warning signs of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

The School will advise the School Attendance Service when the following situations arise: ten days of unauthorized absence (other than for reasons of sickness or leave of absence); failure to attend regularly; pupils leaving the school when the next school is not known, prior to their deletion from the school register. The School is aware that 'a child going missing from education is a potential indicator of abuse or neglect (KCSIE)'. The welfare of a pupil repeatedly absent from School should be carefully considered, specifically whether there are any signs of abuse, neglect or radicalisation. Further important guidance on the possible issues behind pupils missing from school is contained in Annex A of KCSIE. The School should also have regard to Children missing education: statutory guidance for local authorities and the government's missing children and adults strategy. Full details are contained in the attendance policy.



Deleting a pupil's name from the register

The School has regard to KCSIE when deleting a pupil's name from the register and will promptly notify the Local Authority in the required circumstances.

Photography and images

Full details are contained in the Staff Code of conduct and the Use of Pupil Images policy.

Safeguarding education

In addition to training its staff, the School also recognises its duty to educate its pupils in safeguarding. This is done through various means, including assemblies, the ICT code of conduct, through the information ('If Something Worries You') contained in the School prep diary and through PSHE. Safeguarding education includes teaching the dangers of radicalisation.

Bullying

The School recognises the importance of constant vigilance with regard to bullying. Full details are contained in the school's anti-bullying policy.

E-safety

The School does not allow pupils access to internet enabled devices while at School; phones are to be switched off and stored in lockers – pupils not following this policy are sanctioned in accordance with school policy. The School promotes e-safety and cyberbullying and radicalization awareness through PSHE and ICT lessons, and through assemblies. Any incidents of cyberbullying will be dealt with according to the School's anti-bullying policy. For further details also see the School's ICT Code of Conduct (for parents and pupils) and the staff ICT policy. The School has regard to the government's advice on The use of social media for online radicalisation and employs filters to ensure that extremist sites are not accessible to pupils, while not 'overblocking' so that pupils would be unable to learn about safeguarding.³¹ Further guidance is given in KCSIE, Annex C.

Secure premises

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit. For full details see the School's policy: registering visitors, school security & reporting a security concern.

Missing pupils

The school has a separate 'Missing Pupils Policy' which should be fully adhered to.

³¹ KCSIE, para 93-95.



Blanchelande College

APPENDIX 1: APPLICATION FORM

BLANCHELANDE COLLEGE APPLICATION FOR A TEACHING APPOINTMENT

POST: _____

Please use black ink, ballpoint pen or typescript as it will be necessary to photocopy your application.

- 1) *A curriculum vitae may be submitted, but you must still complete all sections of this form.*
- 2) *All applications will be acknowledged by the school*

This form should be returned, together with a detailed letter of application giving your reasons for applying and demonstrating how you meet the key criteria for the post, to Principal, Blanchelande College

1. PERSONAL DETAILS	
Surname (block capitals)	Forenames
Title (Mr/Mrs/Miss/Ms/Other)	Maiden/Previous Name
Home Address (block capitals)	Address for correspondence (if different)
Telephone number (home)	Telephone number (work)
Email address (home)	Email address (work)
Date of birth: / /	Place of birth:
DES/DFE/DFES number	Sector of Education qualified for
Date of recognition as a qualified teacher / / .	Have you successfully completed a period of probation/induction? YES/NO
Do you hold Guernsey residential qualifications? YES/NO	Date of completion / /
Type and reference number of Right to Work Document (<i>if known</i>)	Expiry date of Right to Work Document (<i>if any</i>) / /



2. PRESENT/PREVIOUS POST

Present post	
Subjects taught	Age range taught
Name and address of school/institution	Name and address of employing authority or LEA (<i>if different</i>)
Type of school (e.g. secondary/primary/infant/junior/grammar/comprehensive/grant-maintained/special/college of further education)	
Number of pupils	Co-ed/boys/girls
Current annual salary £	Date appointed to present post / /
Period of notice required	
Leadership Spine Point	MPS Point
UPS Point	Additional Allowances

3. EMPLOYMENT HISTORY

Previous service, including temporary appointments, starting with the most recent. Please give full details as this section is used for salary assessment.

Name and type of school/institution	Age range	Post held and grade if applicable, if part-time, what percentage?	Subjects taught	Date of service		Reason for leaving
				From month/year	To month/year	



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4. OTHER EMPLOYMENT

Employer's name and address	Post held (state if part-time or full-time)	Duties involved	Employment	
			From	To

5. EDUCATION

Secondary schools (Secondary phase establishments only)	Dates attended		Qualifications gained (GCSE, GNVQ, 'O'Level, 'A'Level)		
	From	To	Subjects	Grade	Date



Colleges/ Universities attended	Dates attended		Part-time / full-time	Qualifications gained (<i>Subject, class, division</i>)	Date
	From	To			

6. OTHER QUALIFICATIONS RELATED TO CURRENT OR PREVIOUS EMPLOYMENT

Name of professional body	Membership grade	Was membership gained by examination?	Date

7. TRAINING AND DEVELOPMENT

In service training attended in the last three years plus earlier significant courses

Course	Qualifications gained (if applicable)	Dates



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8. References

(Note: relatives may not be given as referees)

1) This should be your present or most recent employer Name Position Address Telephone No Email	2) Name Position Address Telephone No Email
Contact address / telephone number if different during the month following application	
Please give dates when you will not be available for interview	

9. HEALTH RECORD

If it is necessary for you to provide details in answer to any part of this section, you may enclose the information in a sealed envelope marked 'confidential health information'. Any appointment made will be subject to a satisfactory report on your health by the Occupational Health Department.

How many days have you been absent from work through ill health or injury over the past 12 months? _____ days

Have you had any serious illness requiring medical consultancy or admission to hospital in the last two years.
If YES, please specify.

YES/NO



Have you had any health problem which might interfere with work? If YES, please specify.	YES/NO
Are you registered disabled? If yes, please specify	YES/NO

10. CRIMINAL RECORD CHECK AND ONLINE CHECKS

Any appointment made will be 'subject to satisfactory disclosure' through the completion of a Full Disclosure Criminal Record Check (DBS). All disclosure of a criminal background will be treated with the strictest confidence and checks will only be made in connection with your application for this post and for no other purpose. However, disclosure of a criminal record will not necessarily debar you from employment in this post – this will depend on the nature of the offence/s and the circumstances surrounding it/them. Please note that online (eg internet, social media) searches may be undertaken for shortlisted candidates as part of pre-recruitment checks.

11. DECLARATION

I DECLARE that the above answers are true and complete to the best of my knowledge and belief and may be used for registered purposes under the Data Protection (Guernsey) Law 2017 and General Data Protection Regulation. I understand that should I make a false statement by answering any of the above questions incorrectly I will, if appointed, be liable to termination of my contract with or without notice.

Signature _____

Date _____

DATA PROTECTION STATEMENT

The data collected on this application form will be held in accordance with the Data Protection (Guernsey) Law 2017 and will be used by Blanchelande College only for purposes of recruitment/selection and employee administration. It will not be disclosed to any third party unless required by statute or through obtaining your express consent.



APPENDIX 2: CONFIDENTIAL REFERENCE REQUEST – TEACHING POSITION

CANDIDATE:

POST APPLIED FOR:

This reference request form is part of our safer recruitment procedure. Please complete this form in full; if there are any areas you are not able to comment on, please mark 'NA' (not applicable). If you wish to add a conventional narrative reference, please do.

BACKGROUND	
How long have you known the candidate and in what capacity?	
PERSONNEL MATTERS	
Dates of the candidate's employment with you (month and year)	From: To:
Candidate's duties and responsibilities	
Have there been any competence, capability or disciplinary issues or other concerns? Please include details of any sanctions that have expired.	
Approximately how many days was the candidate absent from work during the last two years of employment with you?	
Do you believe that the candidate is physically and mentally fit to	



<p>work in a school environment? If not, please elaborate, including any adjustments which have been made to enable the candidate to perform his or her duties.</p>	
<p>For previous employers only: Why did this candidate leave your employment?</p>	
<p>For the current employer only: Current salary and details of post (please attach a job description, if available)</p>	
<p>SUITABILITY FOR POST</p>	
<p>Please indicate the candidate's strengths and weaknesses, particularly in the classroom, and in his/her contribution to the corporate life of the School.</p>	
<p>Do you believe that the candidate is suitable for this position? Please comment on motivation as well as abilities.</p>	



Would you re-employ the candidate? If not, please explain why.					
Please rate the candidate against the following criteria	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Ability to keep to deadlines					
Assessment and marking					
Attendance					
Attitude to work					
Classroom management					
Commitment to school events					
Extra-curricular involvement					
Planning and preparation for lessons					
Reliability					
Professional relationships with pupils					
Professional relationships with colleagues					
Professional relationships with parents					



SUITABILITY TO WORK WITH CHILDREN AND DISCIPLINARY RECORD	
Are there any reasons why the candidate should not have access to children?	YES / NO
Please include any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children, and the outcome of these concerns. Please include all disciplinary offences related to children, even if 'time expired'.	

Name		Position	
Address			
Daytime telephone number		Signature	
Evening telephone number		Date	

Email feehant@blanchelande.sch.gg

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APPENDIX 3: RISK ASSESSMENT FOR EMPLOYMENT PENDING DBS DISCLOSURE

Assessment carried out by:.....(DSL)

Assessment date:.....

NB: No person without the correct clearance will be allowed to engage in regulated activity at WCCS.

Name		Job title	
Expected date of commencement:		Details of any previous DBS checks:	
Date DBS check requested:		Photographic ID / proof of address seen:	
Two satisfactory references seen:		Application form received / gaps in work history fully explored: N/A	
Barred list check carried out:		Additional relevant information	

Level of risk

The employee has not yet received his/ her DBS disclosure and therefore may be unsuitable to work with children. What level of risk does the School estimate the employee may pose?

Low	Medium	High



Management of risk

If the Principal judges that it is reasonable for the employee to begin work at the School, what measures will be taken to manage risk?

Measure	Yes (if applicable)
Supervision by a current and fully-checked member of staff	
The above-named will not be in regulated activity with children (i.e. unsupervised access)	
The above-named has read, understood and agreed to adhere to the School's Safeguarding and Child Protection Policy, including the Staff Behaviour Policy	
The arrangements established by the School will be reviewed by the DSL on a fortnightly basis until the submission of a valid DBS certificate	
Any additional measures should be noted here:	

Principal's signature.....

Date.....



Blanchelande College

APPENDIX 4: CHILD PROTECTION FILE COVER SHEET

PLEASE PASS THIS FORM TO THE CHILD PROTECTION OFFICER CHILD PROTECTION FILE COVER SHEET

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

Child's Name			
Date File Started		Date of birth	
Any other name/s by which the child is known			
Home address			
Tel:			
FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS			
Name	Relationship to child	Address	Parental responsibility for child?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
FAMILY MEMBERS: SIBLINGS			
Name	Address	Educational establishment	
Are records held in the establishment relating to other connected children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, which files are relevant?	
CONTACT DETAILS OF OTHER PROFESSIONALS			
Name	Agency	Contact details (address and telephone)	



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APPENDIX 5: CHILD PROTECTION CHRONOLOGY

CHILD'S NAME		DATE OF BIRTH		
Date	Concern/Update	Action by Blanchelande	Action by other agency	Completed by



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APPENDIX 6: PHYSICAL INTERVENTION RECORD

Blanchelande College Physical Intervention Record		
Name of Child		M/F
Name of Adult reporting		
When did the incident occur?	Date:	Time:
Description of incident: <i>(where, what was happening at the time, who else was involved)</i>		
What other strategies were used before physical intervention?		
Why was physical intervention deemed necessary?		
Staff involved:		
Description of the physical intervention used:		
Description of any injuries and treatment given:		
Parents informed	Date:	Time:
Signature of person completing form:	Date:	
Principal's signature	Date:	



APPENDIX 7: SUMMARY PROCEDURE FOR REPORTING SAFEGUARDING CONCERNS

Child makes a disclosure or colleague has concerns about child either as a result of one observation or several observations over a period of time (including a report from a parent or information from another pupil).



- Referral made to DSL/DDSL
- Colleague discusses with DSL/DDSL and information is logged in iSAMS Wellbeing manager.



- DSL/DDSL checks and verifies cause for concern (may involve speaking to the pupil/parent)



- If there is any doubt about whether to take further action, DSL/DDSL will seek advice from MASH and/or the Police.
- When seeking advice, names do not need to be divulged.
- DSL/DDSL records advice given.

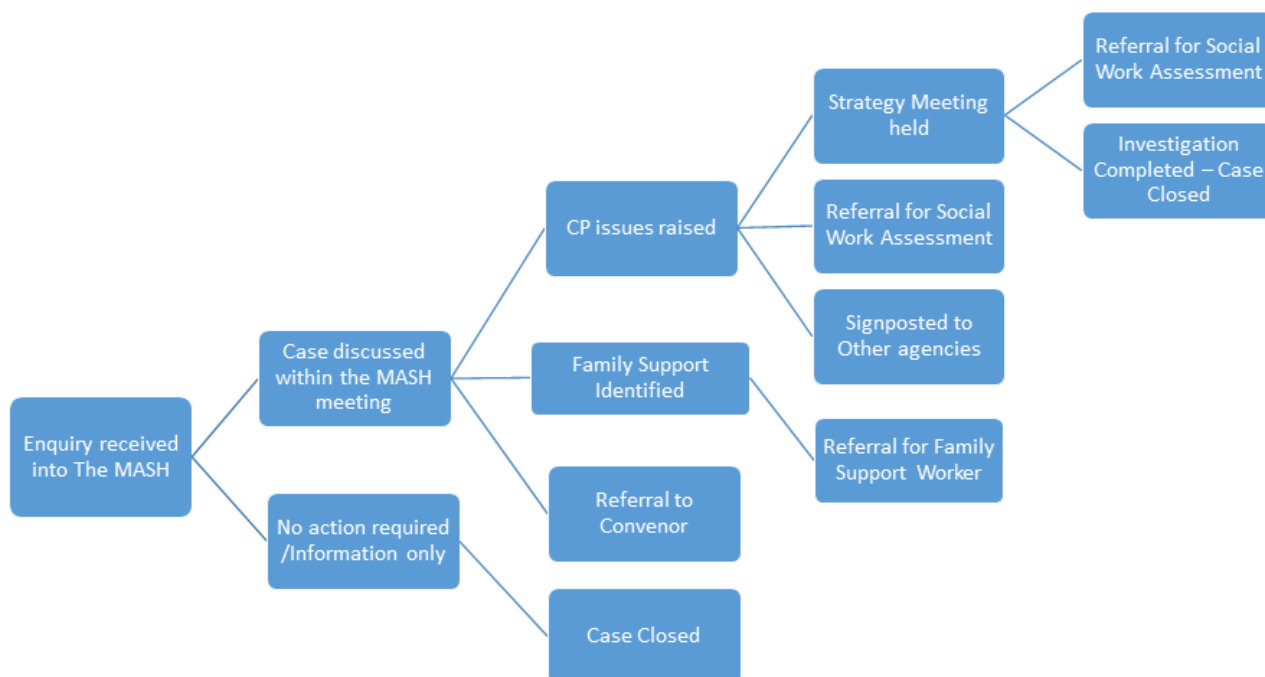


- Having verified cause for concern, DSL/DDSL gains pupil / parental consent where appropriate.
- DSL/DDSL makes referral to MASH team 01481 723182 (office hours); 01481 725241 (out of hours)
- DSL/DDSL logs written record of disclosure and actions taken and opens a CP File record.

- Where an allegation is made against the DSL/DDSL, the Principal is informed directly.
- Where an allegation is made against the Principal proceedings will be instigated by the Chair of Governors.

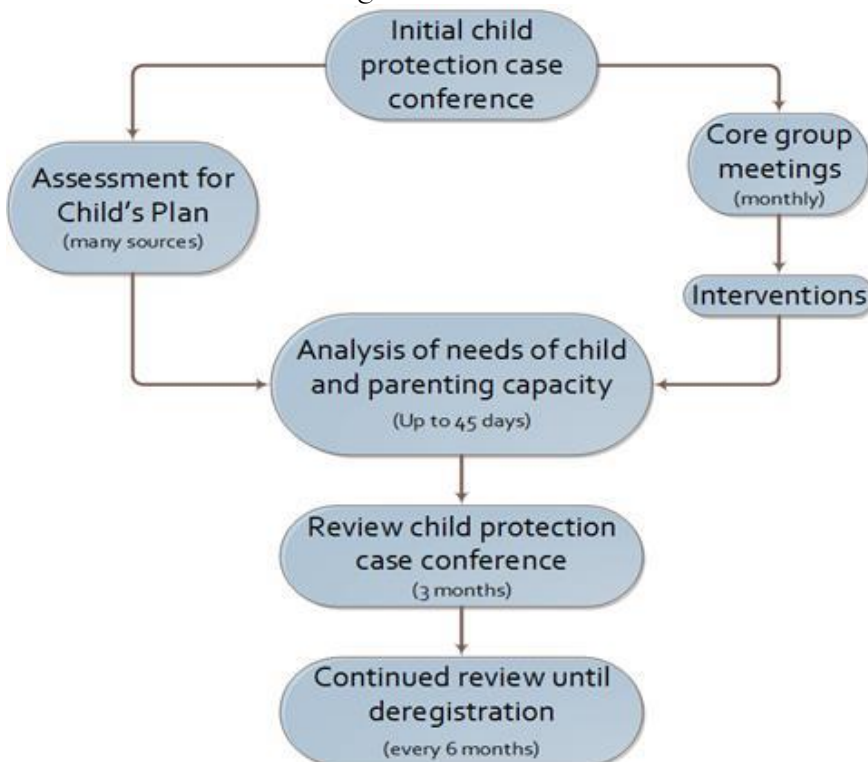


APPENDIX 8: POST REFERRAL PROCEDURE



Child Protection Process

A social worker trained in Child Protection will investigate the case. The social worker will check whether the family is known to children's social services already and may contact other agencies to find out if they have any concerns about the child. In most cases there will be a discussion between the social worker and the parents and child. Sometimes it soon becomes clear that the situation does not require any Child Protection intervention. However, if concern remains about the welfare of the child, the formal Child Protection Procedures will begin as per the chart here.





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APPENDIX 9: CONFIRMATION OF RECEIPT OF TRAINING & POLICY

Name:.....

Date of joining school:

Date of induction (or annual renewal): / /

Name and designation of staff member responsible for induction:

Declaration	Tick
I confirm I have received, read and understand the College's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child, the code of conduct for staff and whistleblowing procedures.	
I confirm I have read and understood Part One and Annex A of <i>Keeping Children Safe in Education</i> (September 2023)	
I confirm I have read and understood <i>What to do if you're worried a child is being abused</i> (March 2015)	
I confirm I have been made aware of my duty to safeguard and promote children's welfare and how to manage a report of child-on-child sexual violence and sexual harassment.	
I confirm I know the identity of the Designated Safeguarding Leads (DSL) and how to contact them.	
I understand and agree that, if I am disqualified from childcare, I will immediately notify the Principal in writing. Grounds for disqualification include: being on the DBS Children's Barred List; being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad; any offence involving death or injury to a child (even if not specifically listed in guidance); being the subject of certain other orders relating to the care of children; refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering.	
I have completed Level 1 Safeguarding training and have submitted my certificate (print off/screenshot).	
I have completed Level 2 Safeguarding training	

Signature:.....

Date: / /

Please sign and return this form to the Designated Safeguarding Lead (DSL):

DSL signature:

Date: / /

APPENDIX 10: SPECIFIC SAFEGUARDING ISSUES

Female genital mutilation (FGM)

Staff are obliged to be aware of the signs and symptoms of FGM. These include girls:

- from families less integrated into British society;
- born to a mother who has been subjected to FGM;
- who have a sister(s) who has undergone FGM;
- who are withdrawn from PSHE;

Girls from communities that practise FGM may be at particular risk:

- when new-born;
- during childhood (especially between the ages of 5-8) or adolescence;
- during school holidays when the family returns to its country of origin;
- when a female family elder is visiting from a country of origin;
- at marriage;
- during the first pregnancy.

Teachers should be alert to:

- conversations between girls about FGM (including in native languages);
- an attempt to disclose to a teacher impending FGM;
- uneasiness about the topic of FGM from parents or girls.

FGM may already have taken place if a girl:

- has difficulty walking, sitting or standing, or looks uncomfortable;
- spends longer in the bathroom or toilet;
- suffers frequent urinary, menstrual or stomach problems;
- is repeatedly absent or absent for a prolonged period followed by a change of behaviour;
- is unwilling to undergo a medical examination.

In the UK, FGM is illegal and reporting of cases is obligatory.³² If any governor, member of staff or volunteer has a concern about FGM they should follow the School's referral process (see table 'Whom to report a disclosure or concern' below).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something

³² Ibid

the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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; and
- children who suffer from sexually transmitted infections or become pregnant.

Child Criminal Exploitation and vulnerable adults (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

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; and
- children who regularly miss school or education or do not take part in education.

As a form of child abuse, CSE and CCE must be reported to the DSL and MASH/police;

- CSE and CCE may take different forms, including online;
- all under 18s are entitled to protection, even if they do not seek or welcome intervention;
- CSE and CCE may manifest itself in a variety of ways, e.g. behaviour and presentation and staff have a duty to exercise 'professional curiosity' and to 'look beyond presenting behaviours' to discover any underlying problems.

In all cases of CSE, the College will adhere to the Bailiwick of Guernsey Child Sexual Exploitation Operating Protocol (2015).

County Lines guidance

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to MASH shall be made. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral shall be made.

Signs to look out for:

- decline in academic performance;
- signs of self-harm or a significant change in well-being;
- signs of assault or unexplained injuries;
- persistently going missing from school/home;
- unexplained acquisition of money, clothes, mobile phones;
- excessive receipt of texts/calls;
- relationships with controlling older individuals or groups;
- parental concerns;
- significant decline in in school results/performance;

self-harm or significant changes in emotional well-being.

Domestic violence

Domestic abuse is abuse by people age 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.



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All children can be subject to, or witness and be adversely affected by, domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have ‘a detrimental and long-term impact on their health, well-being, development and ability to learn’.³³ In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Abuse within their own intimate relationships (teenage relationship abuse) is also a form of domestic abuse.

Victims of domestic abuse may exhibit isolation, low self-esteem, inappropriate relationships, aggression; staff should be mindful and observant of changes in behaviour. Blanchelande College has regard to the Guernsey and Alderney ‘Inter-Agency Practice Guidance Safeguarding Children Affected by Domestic Abuse’ and in any suspected case the reporting and referral process will be followed via MASH and/or the police.

³³ KCSIE, paragraph 43.