

FCJ Primary School



Safeguarding Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

Academic Year:	2025 2026
Review Date:	Autumn 2026
Author	Deputy Headteacher

Article 3: Acting in the best interest of the children in our care.

Article 19: Keeping children safe from harm

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



Contents

1. Introduction	Page 3
2. Aims and objectives	Page 3
3. Staff responsibilities	Page 4
4. Safeguarding procedures	Page 5
5. Positive handling, care and control of pupils	Page 5
6. Teaching for learning	Page 5
7. Confidentiality	Page 6
8. E-safety	Page 6
9. Staff recruitment and continuous professional development (CPD)	Page 6
10. Allegations against staff	Page 7
11. The leadership and management of safeguarding	Page 7
12. Security and safety	Page 7
13. First Aid	Page 8
14. Recording incidents and accidents	Page 8
15. Site Security (including, children 'missing from school')	Page 9
16. Attendance	Page 9
17. Induction and volunteers	Page 10
18. Welcoming visitors	Page 10
19. The design of the curriculum	Page 10
20. Trips	Page 10
21. Equal opportunities/inclusion	Page 11
22. Behaviour	Page 11
23. Photography and videoing	Page 11
24. Whistleblowing	Page 12
25. Monitoring and review	Page 12



1 Introduction

The health, safety and welfare of all our students are of paramount importance to all the adults who work in our school and we are committed to promoting their safety and wellbeing. Our students have the right to protection from harm, harassment or abuse, regardless of their age, gender, ability, race or social background. They have a right to be safe at all times, both in school and in their lives outside school. School promotes all children feeling safe and able to speak out about any concerns or worries that affect their safety and wellbeing.

This policy should be read in conjunction with the following policies:

- 1.1 Child Protection Policy
- 1.2 Well-being Policy
- 1.3 Anti-bullying policy
- 1.4 Intimate Care Policy
- 1.5 Online Safety Policy
- 1.6 Safer Recruitment Policy
- 1.7 Positive Handling, Care and Control Policy
- 1.8 Attendance Policy
- 1.9 First Aid Policy
- 1.10 Behaviour Policy
- 1.11 CYPES policies and procedures for Child Protection and Safeguarding.

Definition of safeguarding

All adults who work with children have a duty to promote their welfare and keep them safe (as such, they are known as Duty Bearers). The Children Act sets out these responsibilities as the requirement to keep children free from maltreatment (Article 19), to prevent the impairment of children's health and development (Articles 24 and 6) and to ensure that children grow up in circumstances consistent with the provision of safe and effective care (Articles 3 and 27).

2 Aims and objectives

The aims and objectives of this policy are to:



- 2.1 keep all our students safe;
- 2.2 ensure that all our staff promote an environment where students can learn in a safe, caring, stimulating and positive school;
- 2.3 ensure that all pupils know they are valued and their concerns will be taken seriously (Article 12) and addressed by the adults who care for them; we want all students to feel safe and know what to do if they ever have concerns about any aspect of their physical or emotional safety (Article 19);
- 2.4 make clear the importance of students becoming confident and resilient, and being able to make decisions for themselves;
- 2.5 value the promotion of the emotional intelligence of our pupils so that they are self-aware and can empathise with others;
- 2.6 ensure that this school works effectively with a wide range of agencies involved in the promotion of the health, well-being and safety of students (Articles 6 and 24).

This policy sets out the roles and responsibilities of all adults who work or support our school and in so doing provides guidance on how we will make sure our school is a safe and caring place for all our pupils. It outlines the procedures to be taken if an incident of concern is identified with any child in our school. It will also set out how adults record and communicate concerns and how we will monitor incidents if and when they occur.

3 Staff responsibilities

It is the responsibility of the Headteacher to ensure all the following:

That the Governing Body adopts appropriate policies and procedures to safeguard students in the school:

- 3.1 that these policies are implemented by all staff;
- 3.2 that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- 3.3 that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

Key staff

- Designated Safeguarding Lead (DSL) – Headteacher - Ms Lenzi
- Deputy DSL – Deputy Head - Mrs Inglis
- EYFS DSL – Mrs De Gruchy
- EDC DSL – Mrs Salmon
- SENDCO – Mrs Morris
- School HR – Mrs Barraclough
- CYPES Safeguarding Lead – Mrs Perrier



The DSL is guided by two principles:

1. in accordance with the Children Act, the welfare of the child is always paramount.
2. confidentiality should be respected whenever possible.

Should a SG/CP issue arise, there is a Procedure for SG/CP detailed within this policy; all staff also have their own Safeguarding Booklet for additional information. This is also available to parents/visitors who support children within the school setting.

A key role of the DSL is to be fully conversant with procedures and to ensure that the school takes action to support any child who may be at risk. The DSL must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection. The DSL will work closely with Children & Families Hub (C&FH) / MASH / Children's Services when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

All staff have a responsibility to report to the Headteacher or nominated DSL any concern they have about the safety of any child in their care.

4 Safeguarding procedures

Any action taken by the named nominated DSL when dealing with an issue of child protection must be in accordance with the procedures outlined in the Child Protection guidelines.

All adults in our school share responsibility for keeping our students safe. We may on occasion report concerns which, on investigation, prove unfounded.

We will maintain accurate written records of all matters of concern.

If teachers suspect that a child in their class may be a victim of abuse, either directly, indirectly and/or on-line, they will complete a TED (Tell, Explain, Describe) talk and immediately inform the nominated DSL about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about safeguarding which a child gives them; they are required by law to pass this information on.

Where there is a specific concern about the care provided to a child, contact will be made with the child's parents/carers, as long as it is assessed as safe to do so.

Where it is identified that a family or child would benefit from support, the DSL will make an enquiry to the C&FH. This will be done with consent from an adult with PR. However, there will be times when it is necessary to make a referral to C&FH without consent, and consultation about when this is appropriate will be had with the C&FH on a case-by-case basis.

If a referral is made to the C&FH, MASH will rate it and inform the school of any further action that may be taken. A DSL will attend child protection meetings on behalf of the school. Information will be shared at these meetings in respect of the child's academic progress; presentation at school; parental engagement; home learning; attendance; and any concerns noted by staff.

5 Positive handling, care and control of pupils

There may be times when adults, in the course of their school duties, have to intervene physically in order to prevent them or others from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. A designated member of staff has completed the MAYBO course.



The headteacher will require the adult(s) involved in any such incident to report the matter to her immediately, and to log it (refer to Positive Handling, Care and Control Policy).

6 Teaching for learning

Our adaptive teaching of personal, social and health education (PSHE) and citizenship, as part of the Jersey Curriculum, alongside our Computing, Science and RE curriculum, promotes positive, healthy relationships. The subjects, alongside our behaviour expectations and policy, helps students develop appropriate attitudes towards others and to come to understand normal, appropriate expectations of social behaviour; we also aim to teach them how to recognise different types of risks in a range of situations, and how to behave in response to them.

We will teach in such a way as to encourage all pupils to be able to voice their opinions and develop their own self confidence, including children with SEND. We aim to build strong and caring relationships with all our pupils. In so doing we hope to provide our pupils with the skills necessary to be able to bring to the attention of any adult working in the school any matters of concern they may have, including that which may be of sexual harassment and violence. We will always take seriously any safeguarding issues drawn to our attention by any pupil.

We will make sure that all school activities are carried out safely. Whenever appropriate, teachers will make risk assessments before activities go ahead (refer to Risk Assessment Policy).

Teachers/ Teaching Assistants / EDC staff will make sure pupils are given clear safety instructions whenever they are engaged in activities that have potential risks, such as using an oven or handling science equipment.

7 Confidentiality

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the requirements of CYPES, with regard to confidentiality. The files we keep on students are available on request to those student's parents or carers. Access to these files may be withheld in certain prescribed cases, where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file. Information from third parties will not be disclosed without their prior consent. These guidelines are in line with the safeguards on disclosure of information set out in the *Education (School Records) Regulations 1989* and subsequent guidance.

8 E-safety

We regularly use the internet in school, because it has many educational benefits and supports pupils' learning. In order to minimise the risk of students coming across unsuitable material, we provide constant supervision, and we use only a filtered service, selected links, and child-friendly search engines. Parents and carers are required to sign an acceptable-use agreement for their child to use the internet. We also seek parental permission before using photographs of students or their work on the school's website, or in newsletters and other publications. Assemblies are delivered with regards to E-safety and children are reminded during adapted Computing lessons. This links to the right for children to access reliable information and to stay safe online.

9 Staff recruitment and continuing professional development (CPD)

School adheres to safer recruitment, which is in-line with CYPES requirements, and senior staff have completed safer recruitment training. There are clear guidelines on the appointment of staff and the



expected conduct of staff members, including scrutinising applicants, verifying their identity and qualifications, and obtaining references, as well as mandatory DBS checks. School does all it can to ensure that all those working with students in our school are suitable people (refer to Safer Recruitment policy).

The nominated DSL staff have regular training and development opportunities so their skill and competence level remains high. They also attend multi-agency training so that our school maintains effective working relationships with all other agencies.

All adults in the school receive regular training to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board (including the increased risk to children with SEND). The maximum period of time before refresher training must take place is three years.

10 Allegations against staff

Any concerns about staff conduct that relate to the safety and wellbeing of children are passed directly to the Headteacher. If an allegation of abuse is made against a member of the school staff (or a volunteer helper), it will always initially be dealt with by the Headteacher. In the case of an allegation being brought against the Headteacher, this will be dealt with by the Chair of the Governing Body.

The school will seek advice from CYPES and C&FH/MASH on these matters and follows their advice and guidance.

11 The leadership and management of safeguarding

All members of staff have a part to play in ensuring that our pupils are safe and that their wellbeing is supported. The overall responsibility for safeguarding issues lies with the Headteacher as the school's DSL, although this may be delegated to the nominated DSL on a day-to-day basis.

The DSL will have responsibility for maintaining accurate records of all incidents and liaising with external agencies. They will also oversee the training programme for all staff and ensure that staff are kept up to date with all relevant safeguarding policy matters.

The Headteacher will retain responsibility for all matters of staff recruitment and related safeguarding issues (see above).

The governing body will oversee the safeguarding policy and will have a nominated governor responsible for working with the headteacher and nominated safeguarding children adviser on related matters.

12 Security and safety

The Headteacher has responsibility for security and safety in the school. Any concerns from staff are reported to the Site and Facilities Manager (S&FM). The S&FM will carry out an initial examination, assessing what remedial action needs to take place. He will either carry out the work himself or call in a contractor. All contractors coming into school do so with permission of the Headteacher/S&FM.

Each term there is a fire drill that practises efficient evacuation from the buildings.

Information about the safety and security of the school can be found in the Health and Safety Management File, copies of which are located in the S&FM's office.



There is a Critical Incident plan that details what should be done in the case of emergencies. This is updated annually in line with CYPES guidelines. Copies of this are found in the Headteacher's office, Deputy Headteacher's office, the staffroom and the school office.

13 First aid

Lead First Aider: Mrs De Gruchy

There are a number of first aid kits situated around the school. First Aid bags are checked and updated regularly by the Lead First Aider.

When a child has suffered an injury in school or on the playground there is a protocol to follow:

- 13.1 All adults are able to deal with a minor injury, such as a simple graze, by using equipment from the playground first aid box (located in the Y2I and 3O and taken out each break).
- 13.2 If the adult on duty feels unsure of the injury, they will request the DFA on duty to administer aid.

A separate protocol has to be followed if a child has:

- 13.3 A bump on the head – All bumped heads are to be checked by a First Aider, and recorded on a Minor Injuries Record Sheet or in the Accident Report Book (depending on severity). A child is then given a bumped head sticker. Parents are to be informed at the end of the school day, or contacted during school time if the child has a significant bump on the head or other injury that might need further attention. See Bumped Head Procedure in the First Aid Policy
- 13.4 Anaphylaxis / anaphylactic seizure - Children who need epi-pens – parents are asked to sign a medical form and provide the class teacher with two epi-pens, and any other required medication that their child can needs. Epi-pens are to be stored safely in the classroom; all other required medication is to be stored in the Front Office. Epi-pens are to be taken out during playtimes and PE. See Medical Policy /EpiPen procedure in the First Aid Policy.
- 13.5 Asthma - Children who need inhalers – parents are asked to sign a medical form and provide the class teacher with an inhaler that their child can use independently. Older children take responsibility for their inhalers. Inhalers are to be taken out during playtimes and PE. See Medical Policy procedure in the First Aid Policy.

14 Recording incidents and accidents

All accidents are recorded on a Minor Injuries record sheet, which is given to the child's class teacher and saved in the Class Overview File. Parent/s or Guardians are informed at the end of the school day.

Any accident that necessitates a parent being called and/or a child/adult going home/to hospital is recorded in more detail in the Accident Report Book (stored in the Medical Room). All staff members mentioned in this log must write their own recollection, on the back of the accident report sheet, and sign and date. Notification is sent to CYPES if a child requires a hospital visit. The Headteacher, S&FM and School Bursar must be notified if a child is sent to hospital and the CYPES on-line form needs completing.



If a child is unwell, including at lunchtime, the Headteacher or Deputy Headteacher (in the Headteacher's absence) will make a decision about phoning the parent/s.

Any 'near misses' are to be recorded with the S&FM

For matters of an intimate nature, staff should deal with a child with utmost sensitivity and seek guidance from a member of the SLT – see Intimate Care Policy.

Parents are asked to inform the school of any updated medical needs every year. If a child has a serious allergy/ health condition, parents will be asked to complete an individual care plan.

15 Site security (including children 'missing from school')

We have an open-door policy and aim to balance this with providing an environment that is safe. The site is only as safe as the people using it.

- 15.1 Cleaners check all doors and windows at the end of the day and ensure they are secure.
- 15.2 Cleaners will set the alarm, lock the front door and close/lock the car park gates.
- 15.3 There are signs at all entrances asking visitors to report to the Reception.
- 15.4 Visitors and volunteers sign in and out of the premises.
- 15.5 Staff and children are encouraged to 'appropriately challenge' any visitor not wearing a badge or report them to a member of staff.
- 15.6 Children are only allowed to leave school with an adult with parental responsibility or confirmed permission from the adult with parental responsibility.
- 15.7 Children are not allowed to leave school alone during school hours. However, if a child leaves the school premises because they are 'in crisis' the class teacher, key worker or a member of the Leadership team who knows the child's needs and behaviours well, will manage the situation sensitively, taking into account the individual needs of the child and ensuring that the child is kept as safe as possible.
- 15.8 If children walk home on their own or catch the bus, the parent must complete a bus/walking contract.
- 15.9 All contractors coming into school do so with permission of the Headteacher/S&FM.
- 15.10 If staff come into school at the weekend or out of school hours they must sign in, which is on the main desk in the entrance hall.
- 15.11 Teachers who go off site at lunchtime "sign-out" and "sign-in" on their return.

16 Attendance

Excellent attendance is expected of all children. When children are unwell parents are expected to confirm absence by telephone, using the dedicated absence line or by e-mail, before the school day begins. If there is no notification, the school will phone home to ascertain each child's whereabouts.

Bi-weekly Punctuality and Attendance (P&A) checks are completed by the Deputy Head. Staff understand their responsibility to highlight any attendance they find concerning.



The Education Welfare Officer (EWO) and Deputy Head meet regularly to discuss attendance and punctuality, including any children who go missing from school (if applicable). Any individual child whose attendance and punctuality show cause for concern is highlighted.

The procedure is as follows:

- Class teachers are asked to discuss concerns with parents.
- If there is no improvement, the class teacher will meet with parents and agree on an attendance plan.
- Should there still be no improvement a referral will be made to the EWO for their involvement.
- If this continues, the family will be invited to attend an attendance panel, which could result in a Parish Hall inquiry/fine.
- The EWO will also talk with parents and offer support and/or advice where there are concerns about children's welfare.

17 Induction of volunteers

Any volunteer who helps on a regular basis must complete a DBS check. At present, clearance for this can be approximately 2-4 weeks.

When a volunteer's role is a 'one-off', such as accompanying on a day outing or helping at a school fair (and therefore fewer than four times in a thirty-day period and **not** overnight) these measures are not necessary. However, the person will not be left alone or unsupervised in charge of children.

Risk assessments for trips must be completed.

Volunteers should only work with individuals or small groups of children.

18 Welcoming visitors

Visitors with a professional role i.e. the school nurse or a member of the peripatetic music service, will have been DBS checked as part of their recruitment. Any other visitors, such as people who have come in to lead an assembly, do require a DBS or will not be left alone or unsupervised. All visitors are required to sign in/out of the school.

19 The design of the curriculum

The curriculum deals with Safeguarding in two ways. Firstly through the curriculum, which is adapted to suit the needs of all children; in subjects such as PSHE, relevant issues are discussed with the children. Topics include such themes as sex and relationships and keeping yourself safe. Teachers plan appropriate tasks and activities to enable children to discuss these issues. Parents are invited to view the Sex Education content that is delivered to Year 6 before the children participate.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE. At all times there must be appropriate staffing levels and, when the curriculum is taking place out of school, appropriate ratios are maintained. The lead adult always assesses visits, as to the level of risk, and follows school procedures. All trips are finally authorised by the SLT.

20 Trips

All trips must be authorised by the Headteacher. When planning trips, staff must ensure that there are appropriate staffing ratios. The lead teacher must complete a risk assessment well before the trip



takes place and give a copy to the SLT. A copy of the risk assessment must be shared with each adult on the trip.

Risk assessments in respect of child protection must cover the adults who will be accompanying children, the adults that they will meet at places that they visit/stay and the risks posed by individual children to others.

Where individual children pose considerable risks to themselves or others, strategies are put in place and are high-lighted on the risk assessment. If the mini-buses are being used, booking forms must be completed and trips must be logged on the school's shared calendar.

Parents are given as much information as possible about the nature of the trip and the activities that are likely to be on offer. Parents are invited to an information meeting when the trip is residential.

Talking to children about the trip is essential. This allows the children to express any concerns they may have. The importance of safety is stressed to the children.

21 Equal opportunities/inclusion

We try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at FCJ Primary School are considered equal in the learning partnership. When children have Special Educational Needs, we work closely with parents, as appropriate, and design specific programmes to meet their needs.

Children with disabilities take part in every lesson in an appropriate way and every measure is taken to ensure this.

22 Behaviour

Good behaviour is essential in any community and at FCJ Primary School we have high expectations of this.

Our main behaviour system is an intrinsic approach – learning is engaging and children want to be involved. Some children with SEND, or potential SEND, have an individualised Behaviour Plan to support them with their behaviour. The behaviour policy and parent booklet details our school approach to behaviour.

In extreme circumstances a child may be excluded internally or suspended, as detailed in the school Behaviour Policy.

22.1 Racial Tolerance

Racism is tackled in a cross-curriculum approach. The children take part in discussions designed to raise awareness and address prejudices. Occasionally, visitors who expose children to a different cultural experience come into school.

23 Photographing and videoing

Parents must give consent for their child's picture to appear in the following: photos, videos, webcam, the JEP and media by signing a consent booklet. Teachers are informed of the names of children for whom permission has not been given.

We take a sensible and balanced approach which allows parents to photograph and film, providing they follow certain guidelines. At the beginning of any production e.g. the Nativity, parents are



reminded that any films/pictures that they take must only be used in their own home and must not be shared on social media sites.

24 Whistleblowing

If members of staff ever have concerns about the people they are working with, paid or unpaid, they have a professional duty to inform the headteacher, or, in the case of the concern being against the Headteacher, the chair of the governing body. This can be done in writing or verbally, but staff should be prepared to discuss issues in confidence so that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows CYPES policy on Whistleblowing.

25 Monitoring and review

The Governing Body will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues. Governors will regularly monitor and review any incidents recorded or reported through the Headteacher's reports. A named governor participates in the school's training with regard to child protection procedures.

This policy is reviewed annually by the governing body.