

# **Safeguarding**

**We Say, We Do**

**Guide**



***Each Unique, Together We  
Thrive***

***Core Values: Include, Believe,  
Achieve***

This guide outlines how Bel Royal School ensures the safety and wellbeing of all pupils. It explains our safeguarding procedures, staff responsibilities, and how we work with families and external agencies to protect children.

## **School Staff Responsibilities in Safeguarding**

At Bel Royal we understand our responsibilities in safeguarding children.

UNCRC Article 3 states, 'the best interests of the child must be the priority in all decisions and actions that affect children'.

We follow the guidance set out in '[Keeping Children Safe in Education 2025](#)' and the '[Continuum of Children's Needs Guidance 2024](#)'.

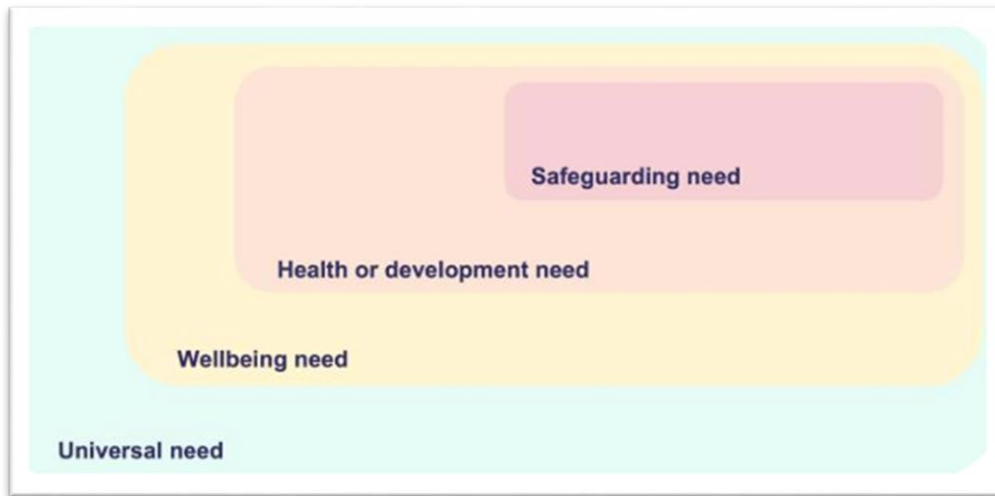
## **Key Points from Keeping Children Safe in Education 2025**

- Child abuse can take many forms. All staff must be aware and alert to, different forms of harm and abuse including physical abuse, emotional abuse, sexual abuse and neglect.
- Designated Safeguarding Leads (DSLs) are responsible for managing concerns and referrals.
- Staff must follow the school's safeguarding procedures and report concerns immediately.
- Safer recruitment practices are followed to ensure staff suitability.
- Online safety and other topics linked to safeguarding are addressed through curriculum and policy.

## **Key Points from Continuum of Children's Needs Guidance 2024**

- Staff must identify indicators of need and respond appropriately.
- Referrals to Children's Services are made when needs exceed universal support.
- Multi-agency collaboration is essential for supporting children with complex needs.
- The guidance supports early intervention and consistent decision-making.

- The Continuum Tool identifies four levels of vulnerability, risk and need to assist practitioners to identify the most appropriate service response for children and their families.



## Core Principles

***We Say: 'Safeguarding is everyone's responsibility.'***

- All staff must adopt a child-centered approach, always acting in the best interests of the child.
- Staff must work in an open and transparent way, maintaining professional boundaries and conduct.
- Staff must always maintain confidentiality and keep and contribute to accurate, factual records
- Staff must be fully familiar with safeguarding and child protection procedures at Bel Royal School

## Named Designated Safeguarding Leads (DSL)

Claire Hammond (Headteacher) and Josie Fernandes (SENCO)



## Working Together

- We share information lawfully and proportionately.
- We collaborate with other professionals and agencies.
- We attend case conferences and core group meetings if required.

## Knowledge & Awareness

All staff must be familiar with or know how to access key education and school policies.

- The **Keeping Children Safe in Education policy**
- **Online safety procedures**
- **Behaviour policy** (including anti-bullying)
- **Staff code of conduct**
- **GOJ Whistleblowing policy**
- **GOJ** and School specific Health and Safety policies
- Procedures for **children missing from education**
- The role of the DSLs
- Early help processes and roles within it.
- The Jersey Multi-Agency Safeguarding Policy and Procedures

## Training & Induction

- Complete SPB-accredited Foundation Level Safeguarding Training.
- Receive annual safeguarding updates
- Understand filtering and monitoring responsibilities for online safety.
- Sign to confirm the reading and understanding of Part One of the KCSIE guidance.

## Pupils

At Bel Royal we ensure pupils are:

- Supported to understand their rights and feel safe at school
- Encouraged to speak to a trusted adult if they feel unsafe or worried
- Listened to and taken seriously when they raise concerns
- Provided with a safe, inclusive, and nurturing environment

- Educated about safeguarding, healthy relationships, and online safety
- Empowered to participate in decisions that affect their wellbeing
- All treated equally

## Responding to Concerns

- Know how to respond to disclosures:
- Listen, use TED questions (Tell, Explain, Describe)
- Do not investigate
- Record accurately and report to the DSL immediately
- Never promise confidentiality if a child discloses abuse.
- Reassure the child they are being taken seriously and will be supported.
- Always report a concern you may have to the DSL immediately, and record what you've observed or what a child says. The date and time should be noted and passed onto the DSL.
- If staff are in any doubt as to what to do, they should speak to the DSLs.

## Early Help & Referral

- Identify emerging problems and liaise with the DSL and SENCO
- Know how to make a referral to the Children and Families Hub.
- Support multi-agency assessments and contribute to Early Help plans.

## Recognising Abuse

Be alert to:

- Physical, emotional, sexual abuse and neglect
- Child-on-child abuse, including bullying, harassment, and exploitation
- Online abuse, radicalisation, domestic abuse, and FGM
- Maintain a mindset of "it could happen here".

## Types of Abuse

### Main Types of Abuse

**Physical Abuse** - Deliberate physical harm to a child, such as hitting, shaking, burning, poisoning, or causing physical injury. Indicators may include unexplained bruises, burns, or frequent injuries.

**Emotional Abuse** – Persistent emotional maltreatment that impacts a child’s emotional development. This includes humiliation, threats, rejection, or excessive criticism. Signs may include low self-esteem, withdrawal, or developmental delays.

**Sexual Abuse** – Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes physical contact and non-contact activities (e.g., grooming, exposure to sexual content). Indicators may include inappropriate sexual knowledge or behaviour, and sudden changes in mood.

**Neglect** – Failure to meet a child’s basic physical and emotional needs, such as food, clothing, shelter, medical care, and supervision. Signs include poor hygiene, untreated medical issues, and frequent absence from school.

### **Other Forms of Abuse**

**Child-on-Child Abuse** – Includes bullying, physical violence, sexual harassment, sexual violence, and exploitation between children. Indicators may include injuries, fear of peers, or sudden changes in behaviour.

**Online Abuse** – Harmful behaviour through digital platforms, including grooming, exploitation, cyberbullying, and exposure to inappropriate content. Signs include secrecy around online activity, distress after using devices, or withdrawal.

**Domestic Abuse** – Exposure to violence or controlling behaviour within the home. This can be physical, emotional, or coercive. Indicators may include anxiety, aggression, or reluctance to go home.

**Female Genital Mutilation (FGM)** – Partial or total removal of female genitalia for non-medical reasons. It is illegal and a form of child abuse. Indicators may include difficulty walking or sitting, frequent absences, or disclosure.

## **Record Keeping**

We use **MyConcern** to log all concerns.

We ensure records are:

- Accurate, factual, timely – entries must distinguish facts, opinions, assessments, judgments, and decisions. They must distinguish first-hand information and information from third parties.
- We use full names and not initials.

- When recording a disclosure, staff should record as much verbatim as possible and if professional opinion included then this must be clearly stated.
- Easy to read and understand, with abbreviations explained in full.
- Clear and chronological. All concerns should include as much detail as possible with dates, times and locations.
- Include actions taken and rationale
- Ensure all staff are named, with job title and information is explicit and clearly understood
- Ensure parents are informed unless a child is at risk of significant harm as a result

## **Key Responsibilities of the DSL**

### **Use of the Continuum Tool:**

- DSLs should use the Continuum of Need to assess the level of vulnerability, risk, and need.
- They must support staff in identifying when a child's needs escalate from universal to safeguarding levels.

### **Information Sharing:**

- DSLs must ensure timely and appropriate information sharing with the Children and Families Hub or MASH.
- They should understand when consent is required (e.g. for wellbeing support) and when it is not required (e.g. safeguarding or health/development concerns).
- The DSLs are responsible for ensuring that the MyConcern records and any files are transferred to the new school.
- A comprehensive safeguarding transition meeting between the two schools' DSLs should also be held.
- DSLs should also allocate students the appropriate Level of Need on their safeguarding profile on MyConcern:
  - Level of Need 1 – Universal services
  - Level of Need 2 – Early Help Plan in place / Wellbeing Need as identified in the Continuum if Need

- Level of Need 3 – Child in Need Plan in place / Health or Development need as identified in the Continuum if Need-
- Level of Need 4 – Child Protection Plan or Care order in place / Safeguarding need as identified in the Continuum if Need

### **Referral and Escalation:**

- DSLs are responsible for making or supporting referrals to the Children and Families Hub.
- They should escalate concerns if they believe a child's needs or safety are being overlooked, using the SPB Escalation Policy.

### **Coordination of Support:**

- DSLs may be asked to coordinate or contribute to early help wellbeing assessments.
- They may act as or help identify a lead worker for a Team Around the Child and Family (TACF).

### **Continuity of Support:**

When a child transitions between levels of need (e.g. from social care to early help), DSLs help ensure seamless transfer of support and information.

### **Professional Judgement:**

DSLs must apply professional curiosity and judgement, especially when signs of neglect or abuse are subtle or cumulative.

### **Record Keeping by the DSLs:**

DSLs should ensure that all assessments, plans, reviews, and chronologies are shared with the Hub to avoid families repeating their stories and to support continuity.

## **Staff Safeguarding Responsibilities linked to other policies and procedures**

'Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions.' *Jersey Keeping Children Safe in Education*

**Access & Sign-Out:** Staff must enter/exit via the front door and sign in and out when arriving and leaving during the day.

**Visitor Awareness:** Challenge unidentified individuals on school premises.

**Device Use:** Personal devices may be monitored; they must not be used to photograph/video children.

Staff must only use school devices and systems to share photos or information with families. WhatsApp should not be used to communicate with parents or children.

**Substance Policy:** Staff must not be under the influence of alcohol or substances affecting care. Staff must not smoke on school grounds.

**First Aid and Medicines:** All staff are responsible for first aid and medication procedures: accidents must be recorded and reported using the school's procedures.

**Intimate Care:** Staff must refer to the Intimate Care Policy or individual care plans before assisting with providing care.

**Outdoor Safety:** A walkie talkie should be available in every classroom

Take walkie-talkie/mobile and first aid kit for outdoor/PE lessons and visits.

Ensure risk assessments, including important medical or safeguarding information, have been submitted and approved 2 weeks prior to the visit.

**Visibility:** Wear high visibility vests when walking on public paths with children.

**Critical Incidents:** Refer to the Critical Incident Plan during emergencies.

**Fire Safety:** Follow evacuation procedures during fire alarms.

**CCTV:** Be aware of our school's CCTV policy.

<b>We Say</b>	<b>We Don't Say</b>
<p><b>Supportive and Reassuring Language</b></p> <p>"You've done the right thing by telling me."            "I'm here to help you."            "You're not alone."            "It's not your fault."</p>	<p><b>Dismissive or Minimising Language</b></p> <p>"It's not a big deal."            "You're overreacting."            "That's just how kids are."</p>
<p><b>Empowering and Respectful Phrases</b></p> <p>"Your feelings are valid."            "You can talk to me anytime."            "You are safe now."            "I believe you."</p>	<p><b>Judgmental or Blaming Statements</b></p> <p>"Why didn't you say something sooner?"            "Are you sure that really happened?"            "You must have misunderstood."</p>
<p><b>Clear and Honest Communication</b></p> <p>"I may need to tell someone else to help keep you safe."            "I will do my best to support you."            "Let's talk about what we can do next."</p>	<p><b>Promises That Can't Be Kept</b></p> <p>"I won't tell anyone." – this can conflict with safeguarding responsibilities.</p>
<p><b>Encouraging Expression</b></p> <p>Use TED questions: <b>Tell, Explain, Describe</b> – e.g., "Can you tell me more about that?"</p>	<p><b>Leading or Suggestive Questions</b></p> <p>"Did they touch you there?"            "Was it your dad who did that?"</p>
<p><b>Inclusive and Non-Discriminatory Language</b></p> <p>Use language that respects all backgrounds, identities, and experiences.            Promote equality and celebrate diversity.</p>	<p><b>Criticising Alleged Perpetrators in Front of the Child</b></p> <p>This can cause distress or fear and may hinder disclosure.</p>

## Best Practice Principles

- Always use **open-ended questions**.
- Maintain a **calm and non-judgmental tone**.
- Ensure **confidentiality but** explain its limits.
- Be **child-centred**: focus on what's in the best interests of the child.
- Avoid **investigating - report** concerns to the Designated Safeguarding Lead (DSL).

## We Say / We Don't Say – Advice for Staff

We Say	We Don't Say	Why / Advice
We are concerned about the child's wellbeing and will seek support through Early Help."	"This isn't serious enough for social care."	Early Help is a proactive and preventative approach. Avoid dismissing concerns that don't meet statutory thresholds.
"Let's use the Continuum of Need to guide our response."	"Let's wait and see what happens."	The Continuum helps identify needs early and respond appropriately. Delaying actions can increase risk.
"We need to be professionally curious."	"It's probably nothing."	Professional curiosity is essential in identifying neglect or abuse. Avoid minimising concerns.
"The child may be experiencing neglect."	"The parents aren't doing their job."	Focus on the child's experience and avoid blaming language. Use objective, evidence-based terms.
"We'll speak to the DSL and record this on MyConcern."	"I'll just keep an eye on it."	All concerns must be recorded and shared appropriately. Informal monitoring is not sufficient.

“We need to consider the child’s voice and perspective.”	“They’re too young to understand.”	Children’s views are central to safeguarding. Age-appropriate communication is key.
“This behaviour may be a sign of child-on-child abuse.”	“Its just kids being kids.”	Abuse between children must be taken seriously. Avoid normalising harmful behaviour.
“We’ll follow the Data Protection Law and share information lawfully.”	“We can’t share that – it’s confidential.”	Safeguarding overrides data protection in many cases. Know when and how to share information.
“We’ll use TED questions: Tell, Explain, Describe.”	“Did they touch you?”	Use open-ended questions. Avoid leading or investigative questioning.
“We’ll support the child with silent and overt strategies.”	“They’ll be fine once things settle down.”	Children affected by domestic abuse need tailored support. Don’t assume resilience without action.
“We’ll refer to the Children and Families Hub.”	“Let’s wait until things get worse.”	Timely referrals are essential. Waiting can increase harm.
“We’ll use inclusive language and avoid assumptions.”	“He’s probably acting out because of his parents.”	Avoid stereotyping or making assumptions about family dynamics. Use respectful, inclusive language.

### Useful contacts:

Designated Safeguarding Officer for CYPES:	07797954714
Assistant Designated Safeguarding Officer for CYPES:	07797912384
CYPES Governance Team – <a href="mailto:cypesgovernance@gov.je">cypesgovernance@gov.je</a>	445504

### Children and Families Hub / Multi-Agency Safeguarding Hub (MASH) contact telephone numbers:

Children and Families Hub:	519000
MASH Team Manager/Decision-maker:	449214
Education MASH Researcher:	07797 757394
Out of hours Children’s Services:	442000
States of Jersey Police Public Protection Unit:	612612

