



Safeguarding and Child Protection Policy

Author: Claire Harvey

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Policy Statement

- This policy is addressed to all tutors and volunteers and published on the Jersey Academy of Music (*hereinafter referred to as JAM*) website. It applies wherever tutors are working with students even where this is away from the JAM, for example on an educational visit or off-site concert venue. All adults in the JAM community are responsible for safeguarding and promoting the welfare of children.
- Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in the DfE's Keeping Children Safe in Education (September 2019) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf) as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action in the best interests of the child to ensure the best outcomes.
- Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse, neglect, and includes peer on peer abuse. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.
- There is an important distinction between safeguarding children who have suffered or are likely to suffer significant harm (where cases should be reported to MASH immediately) and action required to promote the welfare of children in need of additional support even if they are not suffering harm or are not at immediate risk. Interventions for children in need may include CAMHS (Children and Adolescent Mental Health Services) or TAC (Team Around the Child) through the Right Help Right Time approach.

Principles:

- JAM is committed to safeguarding and promoting the welfare of children and young people and expects all tutors and volunteers to share this commitment. We recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. We therefore aim to provide an environment which promotes self-confidence, a feeling of self-worth and the knowledge that students' concerns will be listened to and acted upon.

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JAM will take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of tutors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (September 2019)
- Ensure procedures are outlined in the ED Safer Recruitment policy <https://safeguarding.ie/wp-content/uploads/2016/03/Doc-C-Safe-Recruitment-Policy.docx>
- Ensure that its safeguarding arrangements follow the procedures and practice of the SPB as part of the inter-agency safeguarding procedures set up by it.
- Ensure that early help support is provided as soon as a problem emerges
- Protect each student from any form of abuse, whether from an adult or another student or child
- Be alert to signs of abuse both at JAM and from outside
- Deal appropriately and promptly with every suspicion or complaint of abuse and to consider, at all times, what is in the best interests of the child
- Design and operate procedures which promote this policy
- Design and operate procedures which, so far as possible, ensure that tutors and others within the JAM community who are innocent are not prejudiced by false allegations
- Support students who have been abused in accordance with their agreed child protection plan where these are in place
- Be alert to the medical needs of children with medical conditions
- Operate robust and sensible health and safety procedures
- Take all practicable steps to ensure that JAM premises are as secure as circumstances permit.
- Identify children who may be vulnerable to radicalisation, and know what to do when they are identified in order to fulfil the Prevent duty
- Ensure that all tutors are aware of their responsibilities with regards to safeguarding through appropriate training, which is regularly renewed, and other annual updates.

All students should have the opportunity to excel in their learning and achievement. Outcomes that are key to students' wellbeing are to:

- Be healthy
- Be safe
- Achieve
- Grow in a stimulating and nurturing environment
- Be responsible and respected
- Have a voice and be heard
- Move confidently into adulthood
- Have confidence, dignity and self-respect

To achieve these aims our policies, systems and procedures are designed to:

- Promote safe practice.
- Identify instances in which there are grounds for concern about a child's welfare and initiate/take appropriate action to keep them safe.
- Prevent unsuitable people working with our students.
- Contribute to effective partnership working between all those involved with providing services for children and young people.

'All staff working with children and young people are uniquely placed, as responsible adults outside a child's family home, to be able to detect signs of child abuse. They have a positive role in child protection, being able to observe outward signs of abuse, changes of behaviour or failure to develop, because of their day-to-day contact with children. In addition, they are in a particularly good position to further the personal and social development of children and young people'. **(Education Child Protection Policy)**

Underpinning principles taken from ED CP policy

- *The United Nations Convention on the Rights of the Child states that: the welfare of the child is paramount.*
- *It is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children and young people.*

Systems and Procedures

1. Tutors have a responsibility to familiarise themselves with the guidelines determined by Education. This is available as part of the Education Child Protection Policy located digitally here:

<https://www.gov.ie/SiteCollectionDocuments/Education/P%20Child%20Protection%20Policy%2020160629%20SDM.pdf>

2. Every complaint or suspicion of abuse from within or outside JAM will be taken seriously and in line with published Jersey thresholds will be referred to MASH, without investigation within the School. In these cases, the following referral procedures apply:
 - If the allegation is against a tutor, the Designated Safeguarding Lead or a professional person connected to JAM, the allegation should be reported to the Principal immediately. The matter will be referred by the Principal or the Designated Safeguarding Lead to MASH who will refer to the Local Authority Designated Officer (LADO. If the Designated Safeguarding Lead is making the referral, she will keep the Principal informed. Any doubts or concerns may be discussed informally with the DSO, Shirley Dimaro, initially on a “no names” basis.
 - If the allegation is against the Principal, the person receiving the allegation should immediately inform the Chair of the Committee. The Principal must not be informed of the allegation prior to contact with the Chair and the LADO. The Chair of the Committee, or in their absence the Deputy Chair, will liaise with the LADO and relevant agencies as required.
 - If an allegation is made against the Chair of the Committee or another Committee member, the allegation should be reported to the Principal. In either case, any such allegations will be discussed with the LADO before further action is taken.
 - If the allegation does not involve a member of staff or a professional person and the child has suffered harm or is at risk of harm, the matter will be referred by the Designated Safeguarding Lead to MASH. Advice and informal consultation over apparently borderline cases may be discussed with DSO, Shirley Dimaro.
3. Following our reporting procedure, it is essential that any information or concerns regarding Child Protection is communicated to the Designated Safeguarding Lead or the Principal. A referral form is available to facilitate this. (*Please see Appendix 2 Internal Referral Form (click here.)*)
6. Following our procedures for dealing with disclosure, when a student discloses information, tutors must:
 - Ask open questions, not leading ones, to ascertain as much information as they need.
 - Tell students that they will keep them informed, but not make any promise offering confidentiality to the student.
 - Speak to the Safeguarding Lead or other designated person (*See Appendix 4 – Emergency Contact List*)

- Log their conversation as soon after the event as possible and ensure that words used are recorded as accurately as possible. ([See Appendix 2 Internal Referral Form \(click here\)](#))
 - Provide a signed, dated copy of their disclosure to the designated Safeguarding Lead or other designated person. ([See Appendix 3 What tutors should do if they have concerns about a child or receive a complaint of abuse](#))
 - In the event of a serious disclosure where you may have concerns over the immediate safety of a child or student, refer immediately to Emergency Contact List ([see Appendix 4](#)).
7. Tutors should be aware of online safety procedures and positively communicate the importance of maintaining e-safety in the use of technology and the Internet. ([See Appendix 7 regarding online safety](#))
 8. Staff should be mindful of the Staff Guidelines for safe practice. ([See Appendix 5 Tutor Guidelines](#))
 9. Recruiting Procedures and policy for DBS checks are followed.

The Education Department operates a Safer Recruitment Policy and is committed to safeguarding and promoting the welfare of children and young people as referenced in the ED CP policy:

<https://www.gov.ie/sitecollectiondocuments/education/p%20child%20protection%20policy%2020160629%20sdm.pdf>

Types of abuse

The definition of 'child abuse' is wide in order to cover all forms of maltreatment that children may endure in their lives. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They 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. They may be abused by an adult or adults or by another child or children.

There are four types of child abuse which are commonly identified as:

- **physical abuse** is 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.
- **emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. For example, it may involve telling 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

participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing children to feel frightened or in danger frequently, 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.

- **sexual abuse** involves forcing or enticing a 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 (including online). 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 section 6 of this policy).
- **neglect** is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of health or development. Neglect can 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Safeguarding issues

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying);
- Physical abuse;
- Sexual abuse;
- Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting
- Initiation / hazing type violence and rituals.

All peer on peer abuse is unacceptable and will be taken seriously. Tutors must be aware that children may be abused out of JAM, but should not minimise the potential risks of girl on girl abuse.

Gangs and serious youth violence

A gang is defined as a group of young people who spend time together, often fighting other groups or involved in anti-social behaviour. Youth violence refers to harmful behaviours that can start early and continue into adulthood. The young person can be a victim, an offender, or witness the violence. Youth violence includes various behaviours including some violent acts such as bullying, slapping or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death. All tutors should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Female Genital Mutilation (FGM)

Whilst all tutors should speak to the designated safeguarding lead (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a tutor discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the tutor must report it to the police. There is a range of potential indications that a girl may be at risk or has already suffered from FGM. Further information is available on p83 of Keeping Children Safe in Education Annex A (September 2019).

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside of JAM and/or can occur between children outside of JAM. All tutors, but especially the designated safeguarding lead (and deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. JAM needs to provide as much information as possible as part of the referral process to MASH / Early Help.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;

- communication barriers and difficulties in overcoming these barriers. Children with special educational needs may require more specific approaches to enable them to build safety skills, including online safety.

Signs of abuse

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring).

- the student says she has been abused or asks a question which gives rise to that inference
- there is no reasonable or consistent explanation for a student's injury (including cuts, bruises, burns); the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example, they may become aggressive, challenging, disruptive, withdrawn or clingy
- the student does not want to change clothes in front of others or participate in physical activities
- the student is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- the student talks about being left home alone, with carers that appear to be inappropriate or with strangers
- the student has poor school attendance or punctuality
- the student is regularly missing from school or education
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the student's development is delayed in terms of emotional progress
- the student suddenly loses or gains weight
- the student drinks alcohol regularly from an early age
- the student is concerned for younger siblings without explaining why
- the student talks about running away
- the student shies away from being touched or flinches at sudden movements
- the student demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the student appears neglected, e.g. dirty, hungry, inadequately clothed; poor hygiene
- the student is reluctant to go home, or has been openly rejected by her parents or carers
- parents are dismissive and non-responsive to teachers' concerns
- parents or carers blame their problems on their child and
- parents who fail to seek medical treatment when their child is ill or injured.

Signs of grooming, sexual exploitation or sexual abuse

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online
- display knowledge or interest in sexual acts inappropriate to their age
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new belongings such as clothes or mobile phones that they can't or won't explain
- ask other to behave sexually or play sexual games
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed. Further guidance is given in

Procedures to minimise the risk of peer on peer abuse

Tutor training

Tutors should always be clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” and should be aware of the importance of challenging such behaviours. Tolerating or dismissing such behaviours risks normalising them. Tutors should discuss pastoral cases with the Principal or DSL as they arise, some of which may relate to peer on peer abuse.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. ‘Extremism’ is defined as vocal or active opposition to fundamental values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. All staff are subject to the Prevent duty: they must have due regard to the need to prevent people from being drawn into terrorism.

Signs of radicalisation: There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Background factors may contribute to vulnerability which are often combined with background influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Signs may include children:

- Isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use

Students who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. As with managing other safeguarding risks, tutors should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Tutors should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to MASH through the Designated Safeguarding Lead with whom they should discuss their concerns.

Procedures:

If a tutor is concerned that a pupil may be exposed to radicalisation the normal referral processes apply i.e. they should discuss it with the Designated Safeguarding Lead who will follow the safeguarding procedures outlined in this policy.

Whistleblowing

All tutors are required to report to the DSL or Principal any concern or allegations about JAM practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If the tutor feels unable to raise their concern with the DSL or Principal, they should contact the Chair of the Committee.

What tutors should do if they have concerns about a child or receive a complaint of abuse

Please see Appendix 3.

Child Protection Training

All new tutors will be given guidelines and procedures during their induction period. New tutors will access one day Foundation Level CP training as soon as possible, coordinated by JAM.

A rolling programme of child protection training aims to train all tutors and volunteers to Foundation level and provide a cycle of refresher training sessions. Tutors will complete an annual refresher coordinated by JAM. Certificates to be forwarded to Designated Safeguarding Lead as proof of completion.

The Principal and DSL will access training at minimum of Level 2.

Students should be encouraged to take responsibility for:

- Caring and supporting each other.
- Communicating problems or concerns with a parent or tutor.
- Using the Internet safely

All tutors have responsibility for:

- The safety and well-being of the students in their care.
- Reading the guidelines in this policy and signing the form in appendix 6 to confirm that they have read the contents.
- Taking a positive role in child protection by observing outward signs of abuse, changes in behaviour or learning difficulties through day-to-day interactions with students.
- Following the correct procedures should a student disclose any harm, abuse or neglect.
- Being sensitive and enabling privacy.
- Reporting any concerns to the Safeguarding Lead.
- Participating in appropriate training when requested.
- Keeping themselves informed of current child protection policies and procedures.

The Designated Safeguarding Lead has responsibility for:

- Sharing and evaluating concerns held by staff so that appropriate action to safeguard the welfare of students can be taken.
- Managing and actioning child protection systems and procedures in line with Education's Child Protection Policy and Guidance.
- Supporting students who may be the subject of any child protection concerns or procedures.
- Liaising with and supporting tutors who are working with students who may be the subject of any Child Protection concerns or procedures.
- Liaising with external agencies.
- Allocating tutors to the appropriate training.
- Completing relevant courses at level 2 and 3 of the Child Protection Training Programme and having refresher training every 3 years.
- Developing the JAM Child Protection Policy, reviewing and refining systems and structures.
- Maintaining confidential records of meetings related to child protection procedures.

The Principal has responsibility for:

- Overseeing the application of the Safeguarding and Child Protection Policy.
- Completing relevant courses at level 2 and 3 of the Child Protection Training Programme and having refresher training every 3 years.

In compliance with the Data Protection (Jersey) Law 2018 and as set out in the Privacy Policy, JAM collects and processes personal data of tutors, students, parents and suppliers for specific purposes allowed by law and holds personal information about students in order to safeguard and promote their welfare, promotes the objects and interests of JAM facilitate the efficient operation of JAM and ensures compliance with all relevant legal obligations. Ref: JAM Privacy Policy.

Action by the Designated Safeguarding Lead on receiving a notification of concern/ complaint of abuse.

Options may include: managing any support for the child internally; an early help assessment; or a referral for external agencies. The Designated Safeguarding Lead will, when taking action:

- Clarify the issues with the person raising the concern
- Refer the matter to the Principal to agree on the next steps, depending on the seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to social services and the police immediately
- Consider the wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a student's wishes
- Consider the wishes of the complainant's parents, provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, they may take further advice from the relevant professionals before informing parents. A disclosure to MASH may be made without prior contact with a child's parents.
- Depending on the nature of the disclosure, advice will be sought from MASH as to when to notify the complainant's parents.
- Consider duties of confidentiality, so far as applicable.

Types of referral

There are different types of referral procedures according to the nature of the disclosure made.

Where a child has suffered or is at risk of harm and the matter does not involve a member of staff, a referral will be made to MASH as soon as possible.

Where there are concerns about a member of staff's suitability to work with children, a referral will be made to MASH who will inform the LADO.

- If the child is considered to be a concern and is not at risk of suffering immediate significant harm but requires additional support (e.g. early help or pastoral support), the Designated Safeguarding Lead will refer the child to the relevant agency. Where a child and family would benefit from coordinated support from more than one agency

(for example education, health, housing, police) there should be a referral to Early Help.

- Where a disclosure relates to the mental health of a student and she is at risk from herself rather than a third party, the Designated Safeguarding Lead will refer to CAMHS and parental consent will be sought. Where a student is already accessing care from CAMHS the DSL or appropriate member of the SST will raise the concern with CAMHS.

Student child protection records:

JAM will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. JAM will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations and in accordance with the requirements of Working Together To Safeguard Children (July 2018).

Risk assessment:

JAM recognises that the evaluation of risks and putting in place steps to mitigate against these risks contributes to promoting the welfare and protection of pupils. For activities that may pose specific risks, risk assessments are carried out in accordance with JAM's Health and Safety policy and reviewed as required. Students who are at risk of harm are either referred to external agencies in accordance with these procedures and/or if the student is at risk of harm from herself, the Designated Safeguarding Lead will assess the risk and may put in place a safety plan that will be shared with relevant tutors.

Visitors:

All visitors must sign in on arrival and sign out on departure using the signing book located in the Main Entrance Hall.

JAM premises:

JAM takes all practicable steps to ensure that JAM premises are as secure as circumstances permit.

Monitoring and review

Any safeguarding incidents at JAM will be followed by a review of the safeguarding procedures within JAM (which will include a review of this policy) to determine whether any improvements can be made to prevent a similar event from occurring in the future.

In addition, the Designated Safeguarding Lead will monitor the operation of this policy and its procedures and undertake an annual review of this policy and JAM's safeguarding procedures.

Relationship to other policies

1. External Policies and other useful documents:

- Child Protection (Education)

<https://www.gov.ie/sitecollectiondocuments/education/p%20child%20protection%20policy%2020160629%20sdm.pdf>

- Continuum of need guidance

<https://safeguarding.ie/wp-content/uploads/2016/08/Continuum-of-Need.pdf>

- Allegation against a member of staff or volunteer:

<https://www.gov.ie/sitecollectiondocuments/education/p%20dealing%20with%20allegations%20against%20staff%20and%20volunteers%2020170524%20cc.pdf>

- Special Educational Needs Policy (Education)

<https://www.gov.ie/sitecollectiondocuments/education/p%20special%20educational%20needs%20policy%2020160406%20cc.pdf>

- Data Protection

<https://www.gov.ie/SiteCollectionDocuments/Education/P%20Data%20Protection%20Policies%20and%20Procedures%2020160815%20MP.pdf>

- Transgender guidance for schools

<https://www.gov.ie/SiteCollectionDocuments/Education/P%20Transgender%20Guidance%20for%20Jersey%20Schools%2020170518%20KP.pdf>

Appendices

[Appendix 1 Threshold Criteria & Assessment Grids](#)

[Appendix 2 Internal Referral Form \(Click here\)](#)

[Appendix 3 What staff should do if they have concerns about a child or receive a complaint of abuse](#)

[Appendix 4 Emergency Contact List](#)

[Appendix 5 Staff Guidelines](#)

[Appendix 6 Police Involvement in Schools Procedure](#)

[Appendix 7 Online Safety Policy](#)

[Appendix 8 Confirmation of receipt and reading of policy](#)

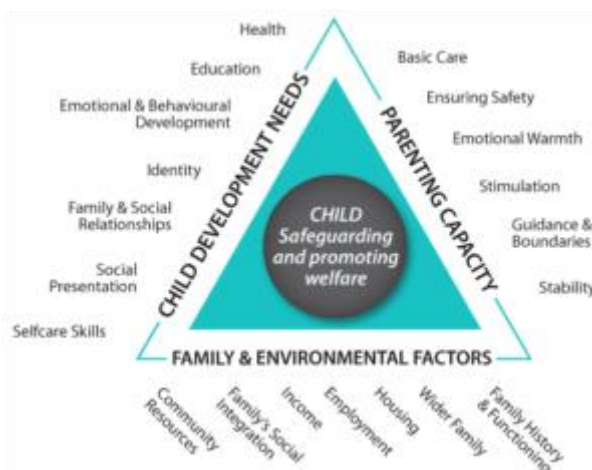
Appendix 1 - Threshold criteria and assessment framework

Please see Pages 7-13 of the [Continuum of Need document](#) on Safeguarding Partnership Board website:

The Assessment Framework (ED Child Protection Policy)

The Assessment Framework will assist professionals in identifying those children with extra needs and enable them to make appropriate referrals to agencies on behalf of the child.

Where possible this should be completed in consultation and partnership with the parent, carer and/or young person according to their capacity.



Appendix 2

Internal JAM Referral Form for Concerns

Child Protection Procedures

Internal Referral Form

This form can be used by any tutor – on completion it should be put in an envelope and handed to the Designated Safeguarding Lead.

You may find this form useful to record any concerns you have regarding a child. These may include concerns about appearance, health and well-being, changed behaviour, pupil abuse (i.e. serious bullying) or a *disclosure from the child or student

* In the event of a serious disclosure where you may have concerns over the immediate safety of a child or student, refer immediately to Emergency Contact List (see Appendix 4) and ensure that this document is completed.

Student's Name: _____

Date:

Remember to be objective, avoid assumptions or interpretations. Ensure words used are as accurate as possible.

Record of conversation:

Action taken e.g. follow-up conversations with Designated Safeguarding Lead/ parents / or continue to monitor

Signature of person completing the form: _____

Print Name: _____ Position: _____

Date: _____



Appendix 3 - What tutors should do if they have concerns about a child or receive a complaint of abuse

Tutors are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Concerns / initial complaint of abuse:

Tutors should act on their concerns immediately and

- stay calm and sympathetic. Listen carefully to the child and keep an open mind. Tutors or volunteers should not take a decision as to whether or not the abuse has taken place
- not ask leading questions, that is, a question which suggests its own answer. Ask open questions that will encourage a secure and sympathetic environment for the child, such as "is there anything else you want to tell me?"
- reassure the child but not give a guarantee of absolute confidentiality. Tutors or volunteers should explain that they need to pass the information to the DSL who will ensure that the correct action is taken. Tutors or volunteers should not make promises that they can't keep such as 'everything will be alright' but clearly explain what they have to do next and who they will talk to
- keep a sufficient and accurate written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL as soon as possible.

For urgent concerns, the member of staff should seek the DSL immediately.

- not take any further action unless specifically requested by the Designated Safeguarding Lead or the Principal.
- only share information on a need-to-know basis and must not discuss the matter with other colleagues

Sexting:

Sexting is defined as the production of and/or sharing of sexual photos and videos of and by young people who are under the age of 18. Tutors who are aware of an incident involving sexting should:

- Never view, download or share the imagery, or ask a child to share or download – this is illegal.
- Report it to the DSL, if the imagery has already been viewed by accident.
- Not delete the imagery or ask the young person to delete it.

- Not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Not share information about the incident to other members of staff, the young person(s) it involved or their, or other, parents.
- Not say or do anything to blame or shame any young people involved.
- Explain to students that the incident must be reported to the DSL.

Preserving evidence: All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved and given to the designated safeguarding lead.

Reporting:

All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead. If there is risk of immediate serious harm to a child and you are not able to follow this referral procedure, contact MASH. Please see Emergency contact list at [Appendix 4](#) for emergency contact details. Anybody can make a referral. If there is an immediate emergency, dial 999 and report the matter to the police.

Supporting Principles relating to any safeguarding disclosure:

Receive

- Listen to the student
- Take what they say seriously

Reassure

- That the student has done the right thing talking about their worries
- That only those people who need to know will be told, avoid promises of confidentiality
- That the student will be involved in/ know what happens next

React

- Elicit just as much information as you need in order to ascertain that there is a child protection issue which needs following up
- Avoid leading questions, ask only open questions like: "is there anything else you would like to tell me?"
- Feel confident to ask the student and parents (where appropriate) questions to find out the facts, whilst avoiding leading questions
- Explain what you have to do next and to whom you have to talk (Safeguarding Lead)

Report and Record

- Inform Safeguarding Lead or Principal
- Log your conversation or observation using Internal Referral Form (**Appendix 2**). Report as soon after the event as possible. Ensure that the words used in the report are as accurate as possible.
- Be objective in your recording, rather than making assumptions or interpretations
- All reports will be securely stored
- Agreement will be reached about the action to be taken and communicated to all concerned
- **In the event of a serious disclosure where you may have concerns over the immediate safety of a child or student, refer immediately to Emergency Contact List (see Appendix 4).**

Appendix 4 - Emergency Contact List

In the event of a Serious Child Protection disclosure

In the event of a serious disclosure from a child, the following is a list of people or agencies who must be contacted immediately. The immediate safety of a child or student is always our priority.

1.

Name	Position	Contact numbers
Claire Harvey	Designated Safeguarding Lead and Acting Principal	720030 07797 759515

Chris George	Principal	07700 330744 0785 988726
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If none of the above can be contacted

2.

Multi Agency Strategy Hub (MASH) – 519000

Words to the effect of ...“As the result of a serious disclosure from a child at our school, we have concerns about that child’s safety.”

- State how the child says they have been hurt / are at risk
- State who the child said did it.
- Assist with any other questions you can

If MASH cannot be contacted directly

(If you get the ansaphone – state that you will be phoning the Police)

3.

States of Jersey Police

Child Protection Unit – 612612 or 999

Appendix 5 - Guidelines for Tutors

Tutor Awareness

Tutors have a duty to deal with any child protection issue that may arise and also to avoid any activity that may reasonably raise concerns as to their propriety. Examples might include students drinking alcohol with tutors, being invited to their homes or allowing access to inappropriate materials or internet sites. Any tutors who is aware of such activities should report them to the DSL or Principle.

Any individual contact with students out of education settings should only be done with the prior knowledge of parents and Principle. Tutors should make every effort to avoid being in a situation where they are alone with a student in an isolated area, talking with a student in a closed room without others being aware of or being on their own with a student in a car or minibus.

Sexual harassment: This includes gender related comments about a student's physical attributes; unwelcome or gratuitous physical contact; suggestive or offensive remarks or innuendos about students of a specific sex; propositions of physical intimacy; gender related verbal abuse; threats or taunting; bragging about sexual prowess; requests for dates or sexual favours; offensive jokes or comments of a sexual nature about a student; displays of sexually offensive pictures, graffiti or other materials; highly personal questions or discussions about sexual activities; rough and vulgar humour or language related to gender; repeated "compliments" regarding a student's appearance, hair and clothes.

Inappropriate relationships: In common law, a tutor is held to a higher standard of conduct than many other members of society. A tutor's sexual relationship with a student is regarded as professional misconduct. Any such relationship or conduct directed at establishing a relationship are prohibited. Activities such as sending intimate letters or e-mails from a member of staff to a student, personal telephone calls, suggestive comments and dating are unacceptable. Tutors receiving inappropriate communication from students should report the matter to the Principle who will investigate and deal with it appropriately.

Physical Restraint

Physical restraint of students is part of a range of strategies available to manage challenging behaviour and to protect the safety of children. The Education Restraint Policy is included in the Special Educational Needs Policy. A link to this policy can be found in the 'Relationship to other Policies' section of this document.

Restraint should only be used as a last resort after other strategies included in the school's behaviour policy. Physical restraint always carries a risk that the child or tutor may be damaged, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault.

Physical Contact and Intervention

Do

Have another person present

Defuse the situation – 'talking down'

Use physical restraint as a last resort

Be aware of gender and cultural issues

Use MINIMUM amount of reasonable force

Continually offer the child the opportunity to regain self-control

Ensure a written report is compiled following the use of any restraint

Inform Safeguarding Lead after the incident

Don't

Use restraint in anger

Adopt a threatening stance

Be confrontational

Restrain by tying or binding

Search a student or their property without appropriate advice and ensure that the Principle or the DSL is with you

Hit or shake a student, pull hair, hold arms behind back or squeeze excessively

Photography, Videos and Other Creative Arts

Some activities involve recording images. Tutors need to be aware of the potential for these occasions to be misused for pornographic or "grooming" purposes. Using images of children for publicity purposes will require the consent of parents. Images should not be displayed on websites, in publications or in a public place without such consent. When using a photograph for publicity purposes the following guidance should be followed:

- If the photograph is used avoid naming the child
- If the pupil is named avoid using their photograph
- JAM should establish whether the image will be retained for further use
- Images should be securely stored and used only by those authorised to do so

Online-safety - Internet Use

Under no circumstance should tutors access inappropriate images. Accessing child pornography or indecent images of children on the Internet and making, storing or disseminating such material is illegal.

Tutors should exercise caution when communicating with children and young people using the Internet or mobile technology. It may be appropriate to set up a site to communicate in some circumstances, for example, to arrange a particular activity but tutors should ensure the Principle and DLS are aware of this.

Tutors should also only communicate on JAM as personal communication could be considered to be inappropriate.

Students might try to include tutors in their 'friends' list on their online social network or get hold of a personal email address or mobile number. Tutors should be cautious about this as there are inherent risks in tutors using such sites to communicate with students in respect of the potential overlap between their personal and professional lives.

Appendix 6 - Police Involvement

Contacting the Police

Should an event occur which requires Police involvement, then please speak to the Principle or DLS who will decide whether the police should be contacted.

They will

In an **EMERGENCY dial 999**

For an incident which is **not an emergency –dial 612612**

If an incident is deemed serious enough to contact the police, then all **interviews with those suspected of being involved in the crime must stop until the Police arrive**

Receiving a call from the Police/Social Services

General phone calls - When anyone calls and speaks to any JAM tutor, saying that they are from the Police or Social Services

DO

- Ask a caller who they are and what agency they are from and take their telephone number. Tell them that someone will get back to them asap.
- Tell the Principle about the call immediately, so that they get back in touch with the police/agency asap.
- If in doubt what to do, do not speak to the person, just say that you will inform the person who is the best person to help them with their request.

DO NOT

X Give out any details about a student unless you know that the person is their parent/carer.

X Say whether a student is in school or give any personal details over the phone.

The Police are required to produce a Data Protection request form, which they will show the Principle before we are obliged to give out any information or details about students.

X Speak to anyone other than the parent of the child. If you are unsure, they are the parent, then ask for their number and call them back later, after checking their telephone number with the Principle.

Appendix 7 - Online Safety Policy February 2020

Author: Claire Harvey Designated Safeguarding Lead)

Shared with Staff: February 2020

To be reviewed: February 2021

Introduction:

The internet and constantly evolving technology continually change the way that we all interact with the world. Whilst advances in technology offer a plethora of excellent opportunities for teaching and learning, this technology comes with some potential risks.

Online safety is not purely about technology. Many of the issues arising from online activity are behavioural and consequently will be managed in the same way as any other inappropriate behaviour.

E-Safety messages such as 'don't post personal information online' are now almost meaningless, as the whole point of social media for many young people is to share personal information. Also, the huge range of online applications now used means that locking information down via privacy settings is almost impossible.

Objectives:

- encourage students and tutors to report anything they encounter online which concerns them.
- ensure, wherever possible, that tutors do not engage in inappropriate activities when using technology whilst at JAM.
- encourage students and tutors to communicate appropriately, for example, copying in info@jerseyacademyofmusic.co.uk with communicating with students.

Systems and Procedures:

Tutors:

1. Are required to confirm receipt and reading of this policy.
2. have a responsibility to follow the JAM Safeguarding reporting procedure and it is essential that any information or concerns regarding eSafety are communicated as soon as is reasonably possible to the Designated Safeguarding Lead.
3. should be aware of online eSafety procedures and positively communicate the importance of maintaining Digital Safeguarding in the use of technology with their students
4. should, when using social networking sites for their private use ensure that their privacy settings are appropriate, protecting their online reputation and they should not, for example, befriend students, and also be aware of potential risks associated with befriending ex-students
5. have a responsibility to ensure that any online information, in either a personal or professional capacity, protects their professional integrity and does not bring their self, JAM, the States of Jersey nor the teaching profession into disrepute
6. should, when selecting websites/ online content for learning, review it to use with students, check their Terms & Conditions with regard to data protection compliance and the minimum age set for the websites to protect children from risk of harm or to comply with legal requirements
7. should participate in appropriate eSafety and child protection training when requested
8. should keep themselves informed of current online eSafety issues
9. have a responsibility to teach and support students to identify and manage risks associated with online behaviour and reputation
10. have a responsibility to maintain and keep data secure
11. should never allow any of their log-ins to be used by a student

The DSL has responsibility for:

1. having a clear understanding of child protection, eSafety and data protection policies and procedures – and be able to determine the applicable policies/ procedures for different situations
2. acquiring appropriate relevant training regarding new technologies and their impact on Online Safety
3. identifying training needs for the tutors
4. sharing and evaluating concerns held by tutors so that appropriate action to safeguard the welfare of students can be taken
5. ensuring tutors are informed about lines of external support that are available to them, such as the Professionals' Online Safety Helpline (helpline@saferinternet.org.uk) operated by the UK Safer Internet Centre <http://www.saferinternet.org.uk/about>
6. supporting students who may be the subject of any Online Safety concerns and referring to outside agencies if appropriate
7. liaising with and supporting tutors who have concerns about Online Safety
8. maintaining confidential records of meetings and events relating to Online Safety issues
9. maintaining a record of tutors who are using social media with their students and ensuring that risk assessments where appropriate are updated for websites and Apps

Relationships to other policies

External policies to be found at:

<http://www.gov.je/Government/Departments/EducationSportCulture/Pages/Policies.aspx#anchor-4>

1. Child Protection (ED)
2. Online Safety Policy for Schools and Youth Projects (ED)
3. Health and Safety (ED)
4. Data Protection (ED)
5. Education Department Online Safety Policy
- 6.

Appendix 8 - Confirmation of Receipt and Reading of Policy

Please confirm your receipt and reading of this policy by emailing info@jerseyacademyofmusic.co.uk with the Subject Line "Confirmation of Receipt and Reading of JAM's Safeguarding Policy. The content of the email should read:

"I confirm I have read and understood the JAM Safeguarding and Child Protection Policy."

And then signed off by yourself.