

## Introduction & Ethos

The Jam Academy is a community and all those directly connected (staff, associates, parents, families and students) have an essential role to play in making it safe and secure. The Jam Academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

The Jam Academy recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

1. Prevention ( e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
2. Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
3. Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
4. Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

## Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes

- DfE guidance Keeping Children Safe in Education (2016) (KCSIE)
- Working Together to Safeguard Children (2015) (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

## Definition of Safeguarding

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016)

All safeguarding policies will be reviewed on an annual (minimum) basis. The Designated Safeguarding Lead / Principal will ensure regular reporting on safeguarding activity and systems in school.

The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol
- Fabricated or induced illness
- Gangs and youth violence
- Hate
- Honour based violence, including Female Genital Mutilation (FGM)
- Mental health
- Online safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence
- Youth Produced Sexual Imagery or “Sexting”
- Trafficking

Every member of staff/associate at The Jam Academy recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

## Related Safeguarding Policies

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore should be read in conjunction with other academy policies outlined below.

- Disciplinary Policy & Procedures
- Code of Conduct
- Anti-Bullying Policy
- Equality & Diversity
- Race Equality
- Risk Assessments
- First Aid

Teaching & learning on the following:

- Online Safety and Social Media
- Data Protection and Information Sharing
- Image Use
- Drugs
- Sex Education Health and Safety

## Key Responsibilities

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

### Designated Safeguarding Lead (DSL)

The school has appointed a member of the leadership team, Jo Noel-Hartley, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSL will facilitate appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods, e.g. e-Bulletins, conferences, local meetings, other training etc., at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school has appointed additional staff to deputise for the DSL, Mark Hartley, Curriculum Director. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- Liaise with other agencies and professionals in line with Working together to safeguard children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates

### Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- Contribute towards, read and adhering to the school policies

All members of staff at The Jam Academy know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

**The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

### **Children and young people**

Children and young people (pupils) have a responsibility to:

- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

### **Parents and Carers**

Parents/carers have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

## Recognition & Categories of Abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## Staff Induction, Awareness & Training

The DSL has ensured that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A presentation is available to be given to staff and volunteers to support this process. All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- Respond appropriately to safeguarding issues and take action in line with this policy or record concerns in line with the school policies
- Refer concerns to the DSL and be able to seek support external to the school if required

Staff have received appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and peer on peer abuse such as bullying and sexting can put children in danger.

All staff members will receive regular safeguarding and child protection updates via emails, individual staff briefings as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members will complete a two-hour safeguarding online training certificate.

## Safe Working Practice

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Associates Handbook and Physical Intervention guidance, and any physical interventions must be in line with this advice and guidance. Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should refer to guidance in the Associates Handbook.

## Staff Supervision & Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

## Safer Recruitment

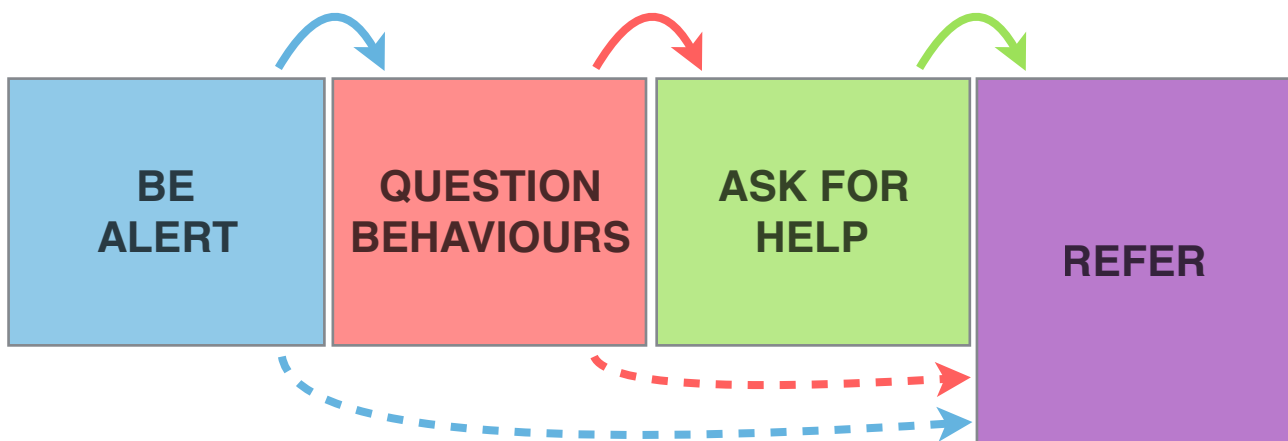
The Jam Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Senior Management Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. Please see separate policy.



## Safeguarding & Child Protection Procedures

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer. It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
- Advice may also be sought from the Early Help Triage Team.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / Team. In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so. In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team (telephone number). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible. On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this

process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Education Safeguards Team who will be able to discuss the concern and provide further advice on appropriate action to be taken. If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

## Record Keeping

Staff will record any welfare concern that they have about a child on the school's Cause for Concern online form, this will immediately email the DSL and documents will be filed in the Individual Student Files. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL. Incident/concern forms are kept in a folder held in the Data Office. Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only. All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.

## Working with other Agencies

The Jam Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate. Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place. The Jam Academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family. The School Management Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## Confidentiality & Information Sharing

The Jam Academy recognises that all matters relating to child protection are confidential. The Principal or DSL will only disclose information about a student to other members of staff on a need to know basis. All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All files are kept of the Jam Shared Cloud and/or within Student Individual Files locked in the SMT Office.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team

to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## Complaints

The school has a Complaints Procedure available to parents, students and members of staff who wish to report concerns. This can be found The Jam Academy website. All reported concerns will be taken seriously and considered within the relevant and appropriate process.

## Allegations Against Members of Staff, Associates & Volunteers

The Jam Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Principal who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against Principal then staff are advised that allegations should be reported directly to the LADO. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior management team. All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Allegations Against Students

The Jam Academy recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

The Jam Academy believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (Kent Police, ChildLine etc.).

Students who have been experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who are alleged to have abused other students will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school discipline policy.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate

## Safeguarding Children with Special Educational Needs & Disabilities

The Jam academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The Jam Academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon. Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## Curriculum & Staying Safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. The Jam Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited to, bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting. Systems have been established to support the empowerment of children to talk to a range of staff. Children at The Jam Academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## Online Safety

It is recognised by The Jam Academy that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

The Jam Academy identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The Jam Academy will ensure that appropriate monitoring systems are in place when students and staff access school systems and internet provision. The use of filters is routinely monitored and updated by the Network Manager and any breaches dealt with in accordance with school procedures. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

The Jam Academy acknowledges that whilst monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology.

The Jam Academy will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

## Responsibilities of the Principal & Curriculum Director

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior management team and who has undertaken approved child protection training
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the Principal or Curriculum Director
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Principal has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of students and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- That child's safety and welfare is addressed through the curriculum