**Music Teachers 4 Schools**

**Safeguarding policy**

This policy applies to all staff including the Director, paid staff, self-employed teachers, freelancers, workshop leaders, volunteers, sessional workers, visiting artists, workshop leaders, students or anyone working on behalf of Music Teachers 4 Schools Ltd.

**We are committed to safeguarding and promoting the welfare of children and we expect everyone to share this commitment. We all have a responsibility to promote the welfare of all children and young people and to keep them safe and are committed to practice in a way that protects them.**

**The purpose of this policy is:**

• to protect children and young people who receive Music Teachers 4 Schools services.  
• to provide staff and volunteers with the overarching principles that guide our approach to safeguarding.

**Legal framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:  
• Children Act 1989  
• United Convention of the Rights of the Child 1991

• Data Protection Act 1998  
• Sexual Offences Act 2003  
• Children Act 2004  
• Protection of Freedoms Act 2012  
• Relevant government guidance on safeguarding children We recognise that: • the welfare of the child is paramount, as enshrined in the Children Act 1989

**We recognise that:**

* the welfare of the child is paramount, as enshrined in the Children Act 1989.
* all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse.
* some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
* working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare.

**We will seek to keep children and young people safe by:**

* valuing them, listening to and respecting them.
* adopting child protection practices through procedures and a code of conduct for staff and volunteers.
* developing and implementing an effective e-safety policy and related procedures.
* providing effective management for staff and volunteers through supervision, support and training.
* recruiting staff and volunteers safely, ensuring all necessary checks are made.
* sharing information about child protection and good practice with children, parents, staff and volunteers.
* sharing concerns with agencies who need to know, and involving parents and children appropriately.

We are committed to reviewing our policy and good practice annually. This policy was last reviewed on: 1st February 2019

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Michael Broad (Director)

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**1. Definitions**

​**Child**

A child is any person under the age of 18.

**Vulnerable adult**

A person who may be in need of community care services by reason mental or other disability, age or illness; and who is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation.

**Designated Safeguarding Lead -** ​Person responsible for safeguarding and child protection.

**Other students**

Our students over the age of 18 would not be considered to be either children or vulnerable adults; however Music Teachers 4 Schools has a consistent commitment to their safety and wellbeing. Whilst there will usually not be a statutory responsibility to refer such matters to Social Services, the below policy and procedures should be followed with regards to identifying and reporting abuse and dealing with disclosure. This information should be passed to the Designated Safeguarding Lead who will consider how Music Teachers 4 Schools and/or external agencies can support the person to ensure their physical and emotional wellbeing.

​**Past Abuse**Any disclosure of past abuse should also be dealt with in accordance with this policy and associated procedures. This is to ensure that any criminal activity is dealt with appropriately and action can be taken to reduce the risk of future abuse.

**2. Safeguarding procedures in different settings**

**Work in schools:** ​This includes one to one teaching, groups tuition and ensembles/groups that tutors deliver in schools. Tutors have a responsibility to familiarise themselves with the Safeguarding Policy in each school they work in and who the Designated Safeguarding Lead is in each setting.

**Projects with partner organisations:** ​These are covered by this policy and any concerns should be reported to Michael Broad (Director) or the Project Manager. Tutors should also familiarise themselves with the safeguarding policies of the partner organisations.

**3. What to do if a child/vulnerable adult discloses something to you.**

All students must be able to place their trust and confidence in any adult working for Music Teachers 4 Schools. They must feel confident and comfortable that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a student chooses to talk to them about any matter which raises child protection concerns.

**All staff must:**

* Listen to what the student is saying without interruption and without asking leading questions.
* Respect the student’s right to privacy but not promise confidentiality.
* Reassure the student that he/she has done the right thing in telling.
* Explain to the student that in order to keep him/her safe from harm the information that has been shared must be passed on.
* Report what was has been disclosed to the designated Safeguarding Lead for that setting.
* Record, as soon as is practicable, what was said using the student’s own words.
* Sign and date the record.

**4. Recognition and Response to Abuse**

Owing to the nature of the relationship a student will have with tutors, those working in schools are particularly well placed to notice any physical, emotional or behavioural signs that suggest a student may be suffering, or at risk of, significant harm.

We understand that harm means the ill-treatment or impairment of a child or vulnerable adult’s health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all students will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a student is suffering harm.

* All staff will report any concerns to the Designated Safeguarding Lead for the setting.
* All staff will receive regular safeguarding training in order that their awareness to the possibility of a child or vulnerable adult suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
* Music Teachers 4 Schools will ensure that the training staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to.

**5. Providing a Safe Environment**

All parents/guardians of students must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe. We will do this by:

* Promoting a caring, safe and positive environment within lessons, ensembles and projects.
* Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
* Working in partnership with all other services and agencies involved in the safeguarding of students including.
  + Always following safer recruitment procedures when appointing staff or volunteers to work for our organisation.
  + Undertaking risk assessments when planning out of college activities or trips.

**6. Attendance**

Music Teachers 4 Schools recognises that student attendance can be an indicator of potential risk of harm. It is acknowledged that, as an out of school provider, students may be absent from lessons for a number of reasons, none of which would suggest any risk of harm. However, the following procedures will help identify any patterns of attendance that indicate potential risk:

* Students should inform tutors of any days/lessons they are unable to attend
* Tutors should be aware of student absence to identify any patterns and notify the school contact so they can follow this up.

**7. Student Behaviour**

* We will always aim to maintain a safe, calm and respectful learning environment by expecting good behaviour from our students.
* We are aware that any physical response from a member of staff to a student’s poor behaviour could lead to a concern being raised by the student or parent/guardian. And physical restraint should only be used a last resort if a student poses either a danger to themselves or to another.
* We will include in incident records where physical restraint has been used.
* We will always notify the school contact and parents/guardians of any such incident.

**8. Bullying**

* We understand that bullying is harmful to students and aim to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.
* We understand that bullying may take different forms and may include discrimination or harassment on the grounds of age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy.

**9. Working Together with Parents/Guardians**

**Student Information**

We recognise the importance of keeping up-to-date and accurate information about students. All schools should provide us with relevant accurate and up-to-date information and inform us of any changes, as outlined below:

* students accurate name, address , telephone numbers and email addresses
* names and contact details of their legal parent/guardian
* emergency contact details
* relevant up-to-date health and medical information
* any other factors which may impact on the safety and welfare of the student

**Confidentiality**

* Information about students given to us by themselves, their parents/guardians, or by other agencies will remain confidential. Staff will be given relevant information only where it is necessary in order to support the student's welfare, safety or learning.
* We are, however, under a duty to share any information which is of a child protection or safeguarding nature. We understand that this is in the best interests of the student and overrides any other duties we have regarding confidentiality and information sharing.
* We have a duty to keep any records which relate to child protection and safeguarding work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to share such information with other agencies or partners, where this is justified as being necessary to ensure the continued safety and protection of the student.

**Reports**

Termly reports will be produced for parents and shared with the school to demonstrate the progress that students have made each term.

**10. Allegations against other students**

Allegations may arise against other students which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual exploitation and radicalisation.

It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found. The allegation:

* Is of a serious nature, possibly a criminal offence
* Is made against someone who is older and refers to their behaviour towards someone younger or vulnerable
* Indicates that other students may have been affected by this student

When such an allegation is made, it should be referred to the school Designated Lead for Safeguarding who will discuss with DBS/Social Services and/or the police as appropriate.

**11. Safer Recruitment**

We follow guidance for safer recruitment and have a Safer Recruitment policy.

**12. Induction**

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

**13. Continuing Professional Development**

We will ensure that all staff receive regular training in child protection and safeguarding.

**14. Concerns or Allegations**

We will always act on concerns or allegations that relate to safeguarding. If staff members have concerns about another staff member then this should be referred to the Director. Where there are concerns about the Director these should be referred directly to the designated safeguarding lead for the relevant setting.

**15. Dismissal**

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child or vulnerable adult and in the case of potentially criminal behaviour, the police.

**16. Safe Practice**

We understand that all adults working on behalf of Music Teachers 4 Schools have a duty to safeguard all students and promote their welfare. We aim to provide a safe and supportive environment for our students through the relationship we have with them and their parents/guardians and will always seek to ensure that all adults working for Music Teachers 4 Schools behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all students and that any incident that falls below our expected standards will be dealt with appropriately. Tutors should refer to the guidelines for an outline of Music Teachers 4 Schools expectations.

**17. Monitoring and Reviewing our Policy and Practice**

Our Director (Michael Broad) will continually monitor our safeguarding and child protection practices and refine any weaknesses that are identified.

Our policy will be reviewed annually in consultation with relevant agencies/government guidelines

**18. Appendices**

The following appendices offer procedures, guidance and best practice when working with young people, to ensure a safe learning environment, and dealing with any safeguarding matters.

Appendix A – Guidance for good practice when working with young people

Appendix B – Types of abuse and specific safeguarding issues  
Appendix C – Recognising abuse and indicators of abuse  
Appendix D – Responding to disclosure

Appendix E - Radicalisation and Extremism

**APPENDIX A**​ - Guidance for good practice when working with young people

**Music Teachers 4 Schools Policies, Procedures, and Systems**

In devising, implementing, and revising any policy/procedure/system that is relevant to young people, consideration must be given to making that policy/procedure/system appropriate to the developmental needs and capacity of young people, accessible to them, and where possible their input should be sought.

**Curriculum design**

In setting up any new course (or course component) onto which children or vulnerable adults will be enrolled, safeguarding their well-being must be the main priority and will this should consider the developmental needs and capacity of young people.

**Appropriate behaviour**

All Music Teachers 4 Schools tutors are encouraged to demonstrate exemplary behaviour and good practice in order to create a positive culture and climate and protect staff from false allegations.

Always:

* Be an excellent role model e.g. no inappropriate language in the company of students.
* Treat all students with equal respect and dignity.
* Recognise the developmental needs and capacity of young people.
* Always put the welfare of each student first, before the achievement of goals or targets.
* Give enthusiastic and constructive feedback rather than negative criticism.

Avoid:

* Spending excessive amounts of time alone with a student away from others.
* Giving personal details to a student, e.g. phone numbers.

Never:

* Enter into a personal or sexual relationship or sexual activity with any student.
* Engage in rough, physical or sexually provocative games, including horseplay.
* Allow or engage in any form of inappropriate touching.
* Make sexually suggestive comments to a student, even in fun.
* Reduce a student to tears as a form of control.
* Do things of a personal nature for students, which they can do for themselves.
* Allow allegations made by a student to go unchallenged, unrecorded or not acted upon.
* Invite or allow students to stay with you at your home.

**APPENDIX B**​ – Types of abuse and specific safeguarding issues

Abuse is any form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse**

Physical abuse is 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**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy 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.

**Financial or material abuse**

This is usually most likely to occur with vulnerable adults and may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Discriminatory abuse**

This may include any of the above types of abuse or bullying and harassment based on an individual’s age, gender, disability, sexual orientation, race, religion, gender identity or pregnancy

**Specific safeguarding issues**

There are a number of current, specific safeguarding concerns which are relevant to students within our college. The Designated Safeguarding Officer and other designated staff will liaise with appropriate agencies to ensure they are up-to-date with current safeguarding concerns and that these are both disseminated to staff as appropriate and included in policy review and training.

**Child Sexual Exploitation (CSE)**

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon staff to​ ​report to the police​ ​where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. If staff discover that FGM appears to have been carried out, this must be reported immediately to the school safeguarding lead who will provide assistance in reporting to the police.

**The below list covers other current national and local safeguarding issues which could affect our students:**

* radicalisation (see appendix)
* bullying including cyber bullying
* domestic violence
* drugs
* fabricated or induced illness
* faith abuse
* forced marriage
* gangs and youth violence
* gender-based violence/violence against women and girls (VAWG)
* mental health
* private fostering
* sexting
* teenage relationship abuse
* trafficking

**APPENDIX C**​ - Recognising abuse and indicators of abuse (see also APPENDIX E)

Recognising abuse can be difficult. Some acts of abuse are extreme, cause visible damage and can be clearly identified: we tend to agree on these clear acts of abusive behaviour. Other behaviours are not so easily identifiable.

It is important to think about the frequency, context and meaning they have for the victim.  
It may be difficult to recognise abuse because it is a painful subject for us, because we don’t want to believe it happens, because we know and like the family or because it is too much responsibility. However, if we have any concerns, it is our responsibility to report them.

All staff should be alert to the welfare of the students our work brings us into contact with and be mindful that:

* All people have the potential to abuse a child or vulnerable adult, regardless of gender, race, culture or social class.
* Students with a disability are particularly vulnerable.
* Where domestic violence is present or suspected in a household it is an important indicator of child abuse.

**Indicators of abuse**

A student may describe what appears to be an abusive act involving him/her, or someone else may express concern about the student. Other indications that a student may be being abused include the following:

* Unexpected or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
* An injury for which the explanation seems inconsistent.
* Sudden and/or unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, inability to focus, difficulty completing tasks).
* Inappropriate sexual awareness.
* Engaging in sexually explicit behaviour.
* Distrust of adults, particularly those with whom a close relationship would normally be expected.
* Difficulty in making friends.
* Inappropriate or difficult social interaction with their peers.
* Variations in eating pattern (including overeating or loss of appetite).
* Unexplained weight loss.
* Poor (or changed) personal hygiene or presentation.

It should be noted that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. It is not for staff to decide whether abuse is taking place. Any staff noticing any signs of abuse should consult with the Designated Safeguarding Lead for advice and/or further investigation.

**APPENDIX D**​ – Responding to disclosure by students

If a young person is suffering abuse then the likelihood is that they will talk to someone they know and trust. False allegations of abuse do occur, but they are rare.

Any allegations of abuse, or suspicions of abuse, need to be taken seriously and handled in a sensitive manner.

No Music Teachers 4 Schools member of staff carries out investigations or decides whether a student has been abused. Our obligation is to notice and report.

Individual members of staff should never deal with child abuse disclosures in isolation and must always report to the relevant safeguarding lead for the school setting where the tutor is based.

Information will be kept confidential and only be shared with people where it is necessary for the protection of the student.

**Recognition**

If you notice changes in a student’s behaviour or regular physical marks or have any reason to suspect a student is being abused complete the school safeguarding initial concern sheet and discuss this on the same day with the school designated safeguarding lead.

**Pre-Disclosure**

If you think a student wants to talk to you about abuse you must make it clear that you cannot promise absolute confidentiality, because matters may develop in ways which mean that this promise cannot be honoured. If you believe a child or vulnerable adult is at risk of harm, legally, you have to report the risk.

If, on hearing this, the student does not wish to continue or if you do not feel comfortable listening to the student you can take the following steps:

* Discuss the matter confidentially with the Designated Safeguarding Lead.
* Encourage them to call:
  + Childline - 0800 11 11 (freephone 24hrs) www.childline.org.uk
  + NSPCC - 0808 800 5000 (freephone 24hrs) 0800 056 0566 (minicom/deaf/hard of hearing)
* Always make a note of your concern and forward it to the Designated Safeguarding Lead who will investigate and follow up.

**Disclosure**

It is likely to be extremely difficult for a student to disclose abuse and all staff have a role in supporting students through this process and ensuring we help them give as much information as possible.

Actions to take if a student makes a disclosure

* React calmly so as not to make the student more anxious or discourage them from telling more.
* Listen carefully to what the student says without interruption.
* Use open questions to encourage further information, but do not probe.
* It is OK to have periods of silence
* Take what the student says seriously.
* Reassure the student that he/she was right to tell, and that he/she is not to blame.
* Reassure the student that there are many sources of help and that you will help and support them in seeking help.
* Explain to the student that you will need to discuss with the Designated Safeguarding Lead for the school setting – naming them – and state that you can be with them when they meet. It is often most appropriate to take them to meet the DSL away, providing they are comfortable with this.
* Make a full record of what was said, using their own words (don’t assume or paraphrase). Note the time and location.
* Report the matter to the DSL without delay.

If you have reason to believe that a student is at immediate risk of harm, including self-harm or suicide, take them to a member of the SLT for the school or DSL immediately.

Actions to avoid during a disclosure

* Panic – it may be difficult for you, however it is likely far more difficult for the student. If you are distressed by the disclosure inform the Director of Music Teachers 4 Schoosl for advice and support.
* Allow your shock or distaste to show.
* Probe for more information than is offered.
* Speculate or make assumptions.
* Make negative comments about the alleged abuser.
* Approach the alleged abuser.
* Make promises that you will be unable to keep, e.g. to keep this secret.
* Discuss the matter with colleagues/friends.

**Recording**

* Make a brief signed note (using the student’s words) of any allegations:
* the names of any people who are present during the disclosure
* the date and time of the conversation, and a brief outline of what may have happened, when, and to whom (remember other children or vulnerable adults may be involved and at risk too)
* a brief description of any injuries which are visible or alleged
* any non-verbal signs that you noticed
* the student’s preferred action

**Reporting**

Contact the Designated Safeguarding Lead of the school as soon as possible. The designated staff then take responsibility for all further action, including referral to Social Services or the Police. If the student reveals past abuse or that there are other children under 18 who are currently at risk then the above guidelines must also be followed.

**APPENDIX E** ​– Radicalisation and Extremism

Radicalisation is the process by which individuals come to support terrorism or violent extremism. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible behaviour indicators are below:

* Discriminatory language or actions towards specific groups or people with a particular protected characteristic
* Possession or sharing of violent extremist literature
* Showing or sharing online material of an extreme nature to others
* Behavioural changes (for example, becoming withdrawn)
* Expression of extremist views
* Advocating violent actions and means
* Association with known extremists
* Seeking to recruit others to an extremist ideology

If you have concerns about a student, contact the school Designated Safeguarding Lead.