

Chiltern Music Academy Child Protection Policy 2016

Date

Signed **Principal**

.....**Chair of Trustees**

..... **Nominated Trustee**

To be reviewed July 2017

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1. Contacts

1.1 CMA contacts

- Designated Safeguarding Lead (DSL): The Principal of CMA or, if no such person is in post, a designated senior staff member which is currently Ms Sally Stafford.
- Nominated Trustee: Mrs Hilary Nohavicka
- Chair of Trustees: Mr Ian Moore

1.2 Contacts in Buckinghamshire County Council

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team 08454 600 001
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101(999 in case of emergency)
- Local Safeguarding Children Board Bucks LSCB – for procedures, policies and practice guidelines
- Family Resilience Service 08454 600 300
- Family Information Service 0845 688 4944

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11

2. Introduction

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children 2015”

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.

“Keeping Children Safe in Education”- statutory guidance for schools and further education colleges. March 2015

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

2.2 CMA takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard1 and

promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within CMA to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Trustees will ensure all music leaders and volunteers have read and understood their responsibilities pertaining to part 1 of Keeping Children Safe in Education March 2015.

2.3 We recognise that all music leaders, volunteers and Trustees have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

2.4 We believe that CMA should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 The aims of this policy are:

2.5.1 To support the child's development in ways that will foster security, confidence and resilience.

2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

2.5.3 To raise the awareness of all music leaders, volunteers and Trustees of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse.

2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children.

2.5.5 To acknowledge the need for effective and appropriate communication between all music leaders, volunteers and Trustees in relation to safeguarding pupils.

2.5.6 To ensure CMA has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.

2.5.7 To develop a structured procedure within CMA which will be followed by all members of our community in cases of suspected abuse

2.5.8 To develop effective working relationships with all other agencies, involved in safeguarding children.

2.5.9 To ensure that all adults within CMA who have access to children have been checked as to their suitability.

3. Responsibilities

3.1 All music leaders, volunteers and trustees understand that safeguarding children is everyone's responsibility. Any music leader, volunteer or visitor to CMA who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

3.2 The Board of Trustees understands and fulfils its safeguarding responsibilities. It will:

3.2.1 Ensure that CMA has a robust Child Protection Policy and that this is reviewed annually.

3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

3.2.3 Ensure there is a Designated Safeguarding Lead (DSL) who is a member of CMA's senior team, together with a Nominated Trustee for Child Protection. The roles and responsibilities of the DSL will be made explicit in the post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.

3.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of the CMA team when carrying out this role especially when there are on-going child protection issues.

3.2.6 Recognise the contribution CMA can make to helping children and young people keep safe through the teaching of self-protection skills and encouragement of responsible attitudes.

3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (March 2015)* and legislation referred to therein.

3.2.8 Ensure the safeguarding needs of pupils, their families and CMA are fully understood and resources allocated to meet identified needs.

3.2.9 Work with the DSL to complete an annual safeguarding audit for CMA to evidence how it is meeting its responsibilities for safeguarding and promoting the welfare of children.

3.3 It will be the duty of the Chair of Trustees to liaise with relevant agencies if any allegations are made against the Principal.

3.4 The Nominated Trustee for child protection will be familiar with guidance issued by the Department for Education and as far as possible with Buckinghamshire LSCB procedures and Local Authority procedures.

3.5 The Nominated Trustee will:

3.5.1 Work with the DSL to produce the Child Protection Policy.

3.5.2 Undertake the training as necessary and available

3.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Board of Trustees.

3.5.4 Meet regularly with the DSL to review and monitor CMA's delivery on its safeguarding responsibilities

3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.6.1 Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team (secure-cypfirstresponse@buckscc.gcsx.gov.uk) within 24 hours.

3.6.2 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.

3.6.3 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.

- 3.6.4 Ensuring an indication of additional and separate record-keeping is marked on the pupil records.
- 3.6.5 Creating a culture of safeguarding and vigilance within CMA, beginning with ensuring all music leaders receive an appropriate level of induction through the CMA Music Leader and Volunteer Guidelines and training to support them in their understanding.
- 3.6.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers
- 3.6.7 Ensuring all CMA music leaders, volunteers and Trustees are aware of CMA's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.8 Ensuring either they or another appropriately informed senior member of CMA attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- 3.6.9 Ensuring if a pupil, about whom there have been child protection concerns leaves CMA, concerns and medical records will be kept securely and confidentially for two years and then removed from CMA records.
- 3.6.10 Providing an annual report for the Trustees, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised).
- 3.6.12 Meeting regularly (suggest once a term) with the Nominated Trustee to share oversight of safeguarding provision within CMA.
- 3.6.13 Meeting the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service Contact Telephone Number – **01296 382912**.
- 3.6.14 Ensuring that a referral is made of all cases where a staff member has been dismissed or left CMA due to the risk/ harm, to the Disclosure and Barring Service
- 3.6.15 Referring to the Police any cases where a criminal offence may have been committed

4. Procedures

CMA procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2015 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure that:

4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will update their training at least every two years.

4.1.2 We have a member of staff who will act in the DSL's absence who has also received training for the

role of DSL, and who will have been briefed in the role.

4.1.3 All adults new to CMA will be made aware of CMA's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2015 and the booklet "What to do if You're Worried a Child is Being Abused", and have these explained, as part of their induction into CMA.

4.1.4 All music leaders are informed of opportunities when joining CMA and at least every three years to receive training and or information in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

4.1.5 All parents/carers are made aware of CMA's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy.

4.1.6 All music leaders, parents/carers and children are aware of CMA's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7 Music leaders organising activities for children are aware of and understand the need for compliance with CMA's child protection guidelines and procedures.

4.1.9 CMA operates Safer Recruitment practices in line with current legislation.

4.1.10 Allegations against music leaders are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. CMA recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.11 All music leaders working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Music leaders must inform the Principal if events arise which may impact on their capacity to give this undertaking

4.1.12 Our procedures will be annually reviewed and up-dated.

4.1.13 The name of the DSL will be clearly shown on CMA's website within the Child Protection Policy.

5. Prevention

5.1 We recognise CMA plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role CMA plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views

5.2 The CMA community will therefore:

5.2.1 Establish and maintain an ethos, which is understood by all music leaders, volunteers and Trustees,

which enables children to feel secure and encourages them to talk knowing that they will be listened to.

5.2.3 Ensure that all children know there is an adult in CMA whom they can approach if they are worried or in difficulty.

5.2.4 Provide opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.

5.2.5 Work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet

6. Supporting Children

6.1 We recognise that a child who is abused, who witnesses violence, who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

6.2 We recognise the young minds of our students can be vulnerable and exploited by others, staff will be alert to the signs of vulnerability and / or susceptibilities to violent extremism or indoctrination

6.3 We recognise that CMA may provide the only stability in the lives of children who have been abused or who are at risk of harm.

6.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.5 We recognise the need for a culture of vigilance to be present in CMA to support safeguarding. This includes awareness and sensitivity to attitudinal changes of student which may indicate they are at risk of radicalisation

6.6 CMA will support all pupils by:

6.6.1 Encouraging the development of self-esteem and resilience in every aspect of life including through the opportunities offered.

6.6.2 Promoting a caring, safe and positive environment within CMA.

6.6.3 Monitoring all absences and promptly addressing concerns about irregular attendance with the parent/carer.

6.6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students

6.6.5 If a student is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.

6.6.6 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure

that an appropriate care plan is in place.

6.6.7 Notifying Social Care (First Response) as soon as there is a significant concern.

6.6.8 Ensuring that a named person is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.

6.6.9 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

7. Confidentiality

7.1 We recognise that all matters relating to child protection are confidential.

7.2 The Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

7.3 However, all music leaders must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7.4 Music leaders will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within CMA, separate from the pupil records.

7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

7.6 All music leaders, volunteers and Trustees must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

8. Supporting Music Leaders

8.1 We recognise that music leaders, volunteers and Trustees working in CMA who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.2 We will support such people by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

8.3 We have adopted a code of conduct for music leaders and volunteers. This forms part of CMA induction and is in the CMA music leaders' handbook. We understand that CMA music leaders and volunteers should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within CMA.

8.4 We recognise that our DSL should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings.

9. Allegations against music leaders

9.1 All music leaders should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults, in rooms with a visibility panel in the door or with the door open. (See also 8.3 above)

9.2 We understand that a pupil may make an allegation against a music leader or volunteer. If such an allegation is made, the person receiving the allegation will immediately inform the Principal / DSL who will then liaise with the Principal or the most senior teacher if the Principal is not present.

9.3 The Principal/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.4 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO (as in 9.4 above) without notifying the Principal first.

9.5 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and will involve the DSL, Chair of Trustees and Designated Trustee.

9.6 If a suspension is made, restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

10. Whistleblowing

10.1. We recognise that children cannot be expected to raise concerns in an environment where adults fail to do so.

10.2 All music leaders, volunteers and Trustees should be aware of their duty to raise concerns about the attitude or actions of colleagues. In the first instance this should go to the Principal. They may feel more comfortable speaking to the Chair of Trustees or Nominated Trustee.

11. Physical intervention/Positive handling

11.1 Music leaders may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

11.2 Any use of force or restraint, should be recorded and signed by a witness. The parent/carers will be informed of the incident.

12. Antibullying

12.1 CMA acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes incidences of cyberbullying

13. Racist Incidents

13.1 CMA acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

14. Health and Safety

14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the CMA environment and, for example, in relation to internet use, and when away from CMA when undertaking trips and visits.

15. e-Safety

15.1 All music leaders, volunteers and Trustees should be aware of the CMA Guidelines for Music Leaders and Volunteers which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line
- Inspiring safe and responsible use and behaviour
- Use of mobile phones
- Use of camera equipment, including mobile phones
- What steps to take if you have concerns and where to go for help.

17. Cultural Issues

CMA is aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding.

17. Policy Review

17.1 The Trustees of CMA are responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover.

Appendix 1

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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 or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse 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 the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Domestic Violence is very damaging to a child's emotional development; where a child is living with domestic violence, consideration will be given to making a referral to Social Care if the child shows any sign of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or 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.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

“Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses. Every organization concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that of each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.” Victoria Climbié Inquiry Report

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out). See separate appendix
- Children being trafficked nationally and internationally.
- Girls and/or boys at risk of being forced into marriage.

Appendix 2 Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, DFE March 2015 Part 1 Safeguarding Information for all Staff

Part one: Safeguarding information for all staff

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.² Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.³

² Such action might be taken under section 47 and section 44 of the Children Act 1989.

³ Such action might be taken under section 17 of the Children Act 1989.

⁴ The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The *Teachers' Standards 2012* state that teachers, including Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.⁵ One good source of advice is provided on the

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

⁵ Department for Education training materials on neglect. 7

16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about [school attendance](#) and statutory guidance [about children who run away or go missing from home or care](#).

What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing

to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁶

20. The Department for Education has produced advice [What to do if you are worried a child is being abused 2015- Advice for practitioners](#) to help practitioners identify child abuse and neglect and take appropriate action in response.

⁶ Brandon et al- Learning from Serious Case Reviews (SCRs) 2011 8

What school, and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the Principal or principal. Where there are concerns about the Principal or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

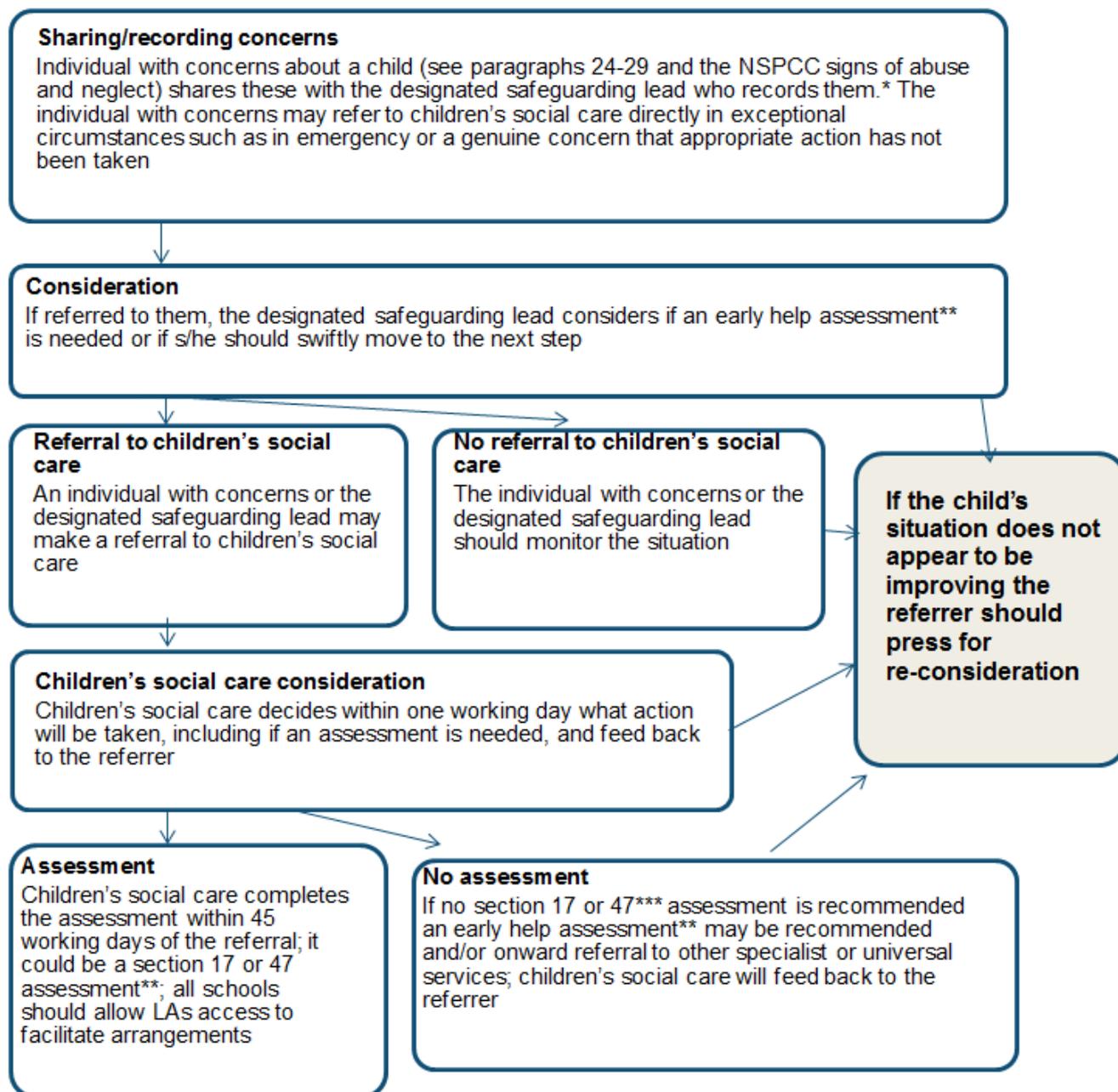
22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.⁷

⁷ Advice on Whistleblowing

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.



Appendix 3

Guidelines for Music Leaders and Volunteers

Chiltern Music Academy (CMA) fully recognises its responsibilities for child protection. Our policy applies to all leaders and volunteers working within the organisation and is intended to support child protection procedures in Buckinghamshire.

Below are practical guidelines and procedures which leaders and volunteers should adopt in relation to Child Protection.

FAMILIARITY

CMA leaders and volunteers maintain a professional “distance” from children and young people

- Avoid special relationships
- Avoid selecting young people for specific activities or privileges to avoid perceptions of favouritism or unfairness
- Do not intimidate, bully, humiliate, coerce, threaten or undermine any child or young person
- Do not use their professional status to form or promote relationships which are of a sexual nature or may become so
- Only make contact with children for professional reasons and in accordance with CMA policy as laid down here
- Never initiate social contact with children or young people outside of the teaching situation; avoid Facebook etc.
- Have no secret contact with children and young people
- Understand that communications may be called into question and need to be justified
- Be aware that social contact in certain circumstances can be misconstrued
- Avoid actions which may be interpreted as over familiar
- Do not make personal comments to children and young people which may be misconstrued.
- Address children and young people by name rather than using terms like “love”, “darling” or “sweetheart”
- Approve with senior leaders any planned social contact with children and young people
- Approve with senior leaders any gifts or cards for children and young people.
- Report and record any incident which suggests that a child or young person may have developed an infatuation with an adult within CMA. Discuss with senior leaders at the earliest opportunity so that appropriate action can be taken to avoid distress, embarrassment or repercussions.

DRESS AND APPEARANCE

CMA leaders and volunteers

- dress in ways which are appropriate to their role and for the tasks and activities they undertake. This may be different to how they dress when not at work.

Leaders and volunteers wear clothing which

- is appropriate to their role
- cannot be regarded as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of political or contentious slogans
- cannot be considered to be discriminatory and is culturally sensitive

PHYSICAL CONTACT

CMA leaders and volunteers avoid physical contact in the normal course of teaching. Even occasional and limited physical contact which could be deemed necessary to guide the student in essential elements of technique such as positioning the hand or correcting posture, is avoided by use of modeling, demonstration or using another student to model.

CMA leaders and volunteers

- seek verbal permission from any child or young person before invading any personal space and this is always done in the presence of a third party
- are aware of proximity from the pupil and keep a suitable distance i.e. one where the pupil does not feel that their personal space is being invaded
- avoid standing behind or leaning over students
- do not use physical restraint except in exceptional circumstances to avoid personal injury. This is done for the shortest possible time and by the “long bones” not joints or trunk, head or neck. Such incidents would always be reported to senior leaders and documented.

CHILDREN AND YOUNG PEOPLE IN DISTRESS

CMA leaders and volunteers

- offer comfort and reassurance in age-appropriate way
- record their actions
- maintain clear professional boundaries
- never touch a child in a way which could be misconstrued or considered indecent
- do not assume that children seek physical comfort if they are distressed
- report to senior leaders any situation where a child or young person becomes distressed or angry

PERSONAL CARE (tours/trips/outings)

CMA leaders and volunteers

- avoid visually intrusive behaviour
- avoid contact if children and young people are in a state of undress
- announce that they intend to enter rooms by knocking loudly, waiting, announcing their intention to enter if supervising on residential visits
- do not shower or bathe in the same place as young people
- do not assist in any personal task which a child or young person can do for themselves
- never share beds with young people and avoid sharing bedrooms unless in dormitory accommodation and the arrangements have been discussed with senior leaders, parents and the young people and all parties agree in writing
- if administering first aid, ensure another adult is present and aware of the intended action and the action is explained to the child. All treatment is documented
- ensure parental consent is given in writing for all aspects of the intended activity in accordance with CMA offsite and educational visits policies

ACCOMMODATION

Under no circumstances will adults engaged on CMA work visit a CMA student in their own home or invite a student into their own home, CMA teaching will not take place in teachers’ or students’ homes. On rare occasions where a visit to a child’s home might be necessary (e.g. to collect or deliver a child), ideally a risk assessment should be in place prior to the visit, the visit should not be made alone, senior CMA leaders should be consulted, a written record should be kept. In cases of emergency/unforeseen circumstances a written record should be made and given to the head of CMA. If a one-off arrangement is required, the adult must ensure that the visit is justified, has been discussed and agreed with senior CMA leaders, parents/carers and that there is a written record. Adults must also have access to a mobile telephone and emergency contact person.

CMA leaders and volunteers

- avoid meetings with children and young people in remote, secluded areas
- inform colleagues/parents about lone situations and assess the need to have them present or close by
- avoid the use of engaged signs which imply/create an opportunity for secrecy
- when teaching in a 1:1 situation use a room which is viewable from the outside. If this is not possible the door is left open and senior CMA leaders made aware and
- keep the pupil between themselves and the door

TRANSPORTING CLIENTS

CMA leaders and volunteers

- do not give lifts to children and young people in their own cars except in exceptional circumstances. Car EVF forms are completed and submitted as part of the Risk Assessment. In such circumstances insurance cover is appropriate for business use. Cars are taxed, the owner/driver has business insurance, maximum capacity is not exceeded. Child seats are used when necessary.
- are fit to drive, have a clean, current licence, are free from alcohol, drugs and medication which might impair our judgement or ability to drive and are free from health issues which may cause problems whilst driving
- are aware that we are responsible for the health and safety of children and young people until they are handed over to a parent/carer or other responsible adult
- record all such journeys in accordance with CMA policy and ensure that any impromptu journeys are recorded and can be justified on the grounds of the child's safety and well-being
- ensure that children and young people behave appropriately at all times
- place all young people in the rear seats of cars with seat belts fastened.

CONTACTING CLIENTS BY TELEPHONE/EMAIL

CMA leaders and volunteers

- make calls, send emails and texts to parents when necessary but do not generally contact children and young people directly
- ensure that all text messages/emails relate to professional information regarding musical activities only and are formal in nature
- avoid calls, emails and texts to children and young people except in cases of a justifiable situation
- obtain permission from parents to communicate via email, mobile phone or text
- do not use internet or web based communication channels to send personal messages to children and young people

PHOTOGRAPHY AND IMAGES

CMA leaders and volunteers

- do not take photographs of children and young people for personal use and ensure that any photographic recording of images is undertaken with due regards to the law and the need to safeguard the privacy, dignity, well-being and safety of young people
- always obtain informed, written consent from parents/carers and from the young person
- ensure that young people are appropriately dressed in any recorded images
- avoid making images in 1:1 situations or which show a single child with no surrounding context
- are able to justify any images of children in their possession
- are clear about the purpose of the activity, the reason for the image and what will happen to them once the activity has been completed
- report any concerns about inappropriate or intrusive photography to senior leaders
- do not display or distribute images of children/ young people without parental consent

- do not use images which might cause distress
- images of CMA activities must be downloaded to an agreed area and/or deleted from all personal equipment within a reasonable timespan
- do not take images 'in secret' or in situations which might be misconstrued

WHAT TO DO IF ABUSE IS SUSPECTED

- **You have a legal duty to report any suspicion of abuse.** You must report to the Designated Child Protection Officer (DCPO) or their deputy if they are not available. They will then take any necessary action.

CMA contacts

- **Designated Child Protection Officer:** The Principal of CMA or, if no such person is in post, a designated senior leaders member which is currently Ms Sally Stafford.
- **Nominated Trustee for child protection:** Mrs Hilary Nohavicka
- **Chair of Trustees:** Mr Ian Moore

WHAT TO DO IF A CHILD/YOUNG PERSON OR VULNERABLE ADULT SPEAKS TO YOU ABOUT ABUSE

- Reassure them that you will take what is said seriously
- Keep calm
- Listen. Do not prejudice anything by making judgements
- **Do not promise confidentiality-** make them aware that you will need to talk to someone else
- Be aware that the person may have been threatened, intimidated, or made to promise secrecy
- Never push for more information than has been freely given or ask leading questions
- Write down exactly what was said/told to you in the exact language used. Do not use your own paraphrased version
- Refer the case to the correct person immediately (see contacts list above)
- Do not discuss with anyone other than the DCPO or their deputy

WHAT TO DO IF YOU ARE WORRIED A CHILD OR YOUNG PERSON IS BEING ABUSED

- Observe, listen. Make a personal written record of your concerns- date, time, venue, child's name, age and what was said or done to cause concern
- Do not interrogate the child, do not put words into their mouth, do not promise secrecy. Listen and make notes using the child/ young person's exact language
- Do not communicate with the child/ young person's parents/carers
- Contact the DCPO or deputy as soon as possible. The DCPO will advise on appropriate action and will contact the relevant authorities and parents/carers if appropriate