

**Salisbury Area
Music Co-operative**

**Safeguarding
and Child Protection
Policy and Procedures**

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POLICY STATEMENT

Introduction

Salisbury Area Music Co-operative is committed to a practice which protects children from harm. Teacher-members, directors and employees in this organisation accept and recognise their responsibilities to develop awareness of issues that cause children harm. We will safeguard children by:

- adopting child protection guidelines through a code of conduct for teacher-members, directors and employees;
- sharing information about child protection and good practice with pupils, parents, co-operative teacher-members and employees;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- following carefully 'safer recruitment' guidelines for selection of teacher-members, directors and employees and ensuring all necessary statutory checks are made;
- providing effective and regular training and support for teacher-members, directors and employees;
- we are also committed to reviewing our policy and good practice on an annual basis.

These procedures comply with current legislation/guidance:

- South West Safeguarding and Child Protection Shared Procedures;
- Safeguarding Children in Education September 2007;
- Working Together to Safeguard Children 2015.

Statement of Intent

It is the policy of the Co-operative to safeguard the welfare of all children by protecting them from all forms of abuse including physical, emotional and sexual harm. The Co-operative is committed to creating a safe environment in which children can feel comfortable and secure while engaged in any of the Co-operative's activities. All Co-operative teacher-members, directors and employees should always show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of the Co-operative.

The policy document

The Co-operative acknowledges that Child Protection is part of Safeguarding and promoting the welfare of children. **Part A, Policy**, has been written to provide advice for teacher-members when they are working at home or in schools.

Part B, Procedures, provides clear guidance for teacher-members, directors and employees on what actions to take (and not take) when they have concerns about a particular child or young person. This ensures that Safeguarding concerns and Child Protection referrals are handled sensitively, professionally and in ways that prioritise the needs of the child.

Terminology

- **Child:** From aged 0 to anyone who not yet reached their 18th birthday, including the unborn child.
- **Safeguarding and promoting the welfare of children:** refers to the process of 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 chances (*Keeping Children Safe in Education 2014*).
- **Child Protection:** part of safeguarding and promoting welfare and refers to the activity that undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

The difference between Safeguarding and Child Protection

Safeguarding is what we do for all children, Child Protection is what we do for children who have been harmed or are at significant risk of being harmed.

Definitions

Definitions of the different types of abuse are provided in Appendix 1.

PART A - SAFEGUARDING

Guidelines for all Teacher-Members, Directors, Employees

1. ATTITUDES

Teacher-Members, directors and employees are committed to:

- Treating children and young people with respect and dignity.
- Always listening to what a child or young person is saying.
- Valuing each child and young person.
- Recognising the unique contribution each individual can make.
- Encouraging and praising each child or young person.

2. BY EXAMPLE

Teacher-Members, directors and employees will endeavour to:

- Provide an example which we would wish others to follow.
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or an adult working with young people.
- Respect a young person's right to privacy.

3. ONE-TO-ONE TEACHING

The nature of music teaching is that much of the teaching takes place in a one-to-one setting. Teacher-Members should observe professional boundaries when working alone with children.

The Co-operative expects schools to provide a suitable teaching room with a viewing window or any other open environment that allows the lesson to be observed.

Teaching in the home environment may pose risks to teachers of false allegations or possible misunderstandings. At all times teacher-members will ensure their teaching rooms are suitable and personal material kept to a minimum.

4. PHYSICAL CONTACT

Teacher-members, directors and employees should never:

- Engage in sexually provocative or rough physical games, including horseplay.

- Do things of a personal nature for a child or a young person that they can do for themselves. If such an incident arises, for example, where a child or young person has limited mobility, Teacher-members should seek school staff or other leaders to deal with such an incident.
- Allow, or engage in, inappropriate touching of any kind.

5. GENERAL

Teacher-members, directors and employees should:

- Be aware that someone might misinterpret their actions no matter how well intentioned.
- Never draw any conclusions about others without checking the facts.
- Never allow themselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun.

6. RELATIONSHIPS

Teacher-members, directors and employees who are involved in relationships with other members of staff or volunteers should ensure that their personal relationships do not affect their role within Co-operative or the work of Co-operative.

7. SHARING INFORMATION

Good communication is essential in any organisation. In the Co-operative every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the Co-operative directors and/or office manager to ensure that information is available to, and exchanged between all those involved in this organisation and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

8. Children & Young People

Children and young people have a right to information, especially any information that could make life better and safer for them. The Co-operative will act to ensure they have information about how, and with whom, they can share their concerns, complaints and anxieties.

When sharing information, Co-operative personnel will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

9. Parents

Parents/carers are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a credible organisation.

We achieve this by:

- Publicising Safeguarding information on our website;
- Publishing the named Designated Safeguarding Lead (DSL) and how to make a complaint on the Co-operative's website.

10. Teacher-Members, Directors and employees

As an organisation providing musical education to young people it is imperative that each member of the Co-operative is aware of their responsibilities under the Child Protection legislation and has a working knowledge of Co-operative procedures. Each teacher-member, directors and employees will receive training in Safeguarding and Child Protection every three years.

11. Other Bodies

A copy of our Safeguarding and Child Protection Policy will be made available to any other appropriate body.

12. Teacher-Members working in Schools

When teaching in schools, teacher-members must comply with the school's policies. Safeguarding in schools applies to all policies which keep children and young people safe, including, though not limited to:

- Bullying and Harassment
- First Aid
- Internet Safety / e-safety
- Preventing violent extremism
- The use of physical intervention
- Attendance
- Substance misuse
- Health and Safety
- Data Protection and Information Sharing Policy
- Whistle Blowing Policy

PART B – CHILD PROTECTION

PROCEDURES FOR REPORTING ALLEGATIONS OR SUSPICIONS OF ABUSE

All action is taken in line with the following legislation/guidance:

- South West Safeguarding and Child Protection Shared Procedures, www.online-procedures.co.uk/swcpp
- Safeguarding Children in Education September 2015
- Working Together to Safeguard Children 2015
- What to do if you're worried a child is being abused 2015

1. Concerns: What should teacher-members or others do if they have concerns about a child they are teaching?

- a) Teacher-members who are concerned about a child's welfare or who believe that a child is or may be at risk should pass any information to the Designated Safeguarding Lead in both the school where they are working and the Co-operative.
- b) If the concerns relate to a child outside of school environment then the teacher-member should refer their concerns to the Designated Safeguarding Lead.
- c) The Designated Safeguarding Lead is responsible for taking action where the welfare of safety of children is concerned.
- d) Teacher-members should never do *nothing* or assume that another agency or professional will act.
- e) Teacher-members should never attempt to resolve the matter themselves.

2. DISCLOSURE - What to do if a child confides issues of concern.

- a) Never guarantee absolute confidentiality, as Child Protection will always have precedence over any other issues.
- b) Listen to the child, rather than question him or her directly.
- c) Offer him / her reassurance without making promises, and take what the child says seriously.
- d) Allow the child to speak without interruption
- e) Accept what is said – it is not your role to investigate or question.
- f) Do not overreact.

- g) Alleviate feelings of guilt and isolation, while passing no judgement
- h) Advise that you will try to offer support, but that you must pass the information on.
- i) Explain what you have to do and whom you have to tell.
- j) Record the discussion accurately, as soon as possible after the event.
- k) Use the child's words or explanations – do not translate into your own words, in case you have misconstrued what the child was trying to say.
- l) Contact the School's and Co-operative's Designated Safeguarding Leads for advice/guidance.
- m) The Designated Safeguarding Lead may then discuss the concern/suspicion with the relevant organisation, and, if appropriate, make a direct referral.
- n) If the Designated Safeguarding Lead is not available, or it is inappropriate to approach them, the teacher-member with the concern should make direct contact with the relevant organisation themselves.
- o) Record any discussions or actions taken within 24 hours.

3. RECORDING ALLEGATIONS

In any case where an allegation is made, or someone in the Co-operative has concerns, a record should be made. Details must include, as far as practical:

- Name of child or young person
- Age
- Home Address (if known)
- Date of Birth (if known)
- Name/s and Address of parent/s or person/s with parental responsibility
- Telephone numbers if available

Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details:

- What has prompted the concerns?
- Include dates and times of any specific incidents
- Has the child or young person been spoken to?

If so, what was said?

- Has anybody been alleged to be the abuser?

If so, record details

- Who has this been passed on to, in order that appropriate action is taken? E.g. school, designated officer, social services etc.
- Has anyone else been consulted?

If so, record details.

4. DESIGNATED SAFEGUARDING LEAD

- a) The Designated Safeguarding Lead will immediately inform Family Contact Point by telephone.
- b) The telephone referral to Family Contact Point will be confirmed in writing using the form marked RF1, within a maximum of 48 hours, ideally 24 hours, with a copy to the school's Designated Safeguarding Lead. Essential information will include pupil's name, address, date of birth, family composition, and reason for referral, name of person receiving the referral and any advice given. This written confirmation must be signed and dated by the referrer.
- c) Confidentiality must be maintained and information relating to individual children and young people/families shared with staff on a strictly need to know basis.

5. ALLEGED ABUSE BY TEACHER-MEMBERS, DIRECTORS, EMPLOYEES

- a) If an allegation is made against a Teacher-member of employee, then the allegation must be passed to the Designated Safeguarding Lead or their deputy, or if the allegation concerns them both, direct to the Local Authority Designated Officer.
- b) The Designated Safeguarding Lead should contact one of the Local Authority Designated Officers for consultation.
- c) The Local Authority Designated Officer contacted will record a note of the consultation and will advise on the appropriate action that needs to be taken.

6. TRAINING

- a) The Designated Safeguarding Lead and his/her deputy must receive training every 2 years in safeguarding and child protection.

- b) All Teacher-members, Directors and employees shall have access to appropriate training on a regular basis, at least every 3 years.

7. RECORD-KEEPING

- a) All records, information and confidential notes will be kept in separate files in a locked drawer or filing cabinet.
- b) Only the Designated Safeguarding Lead and deputy will have access to these files.

Definitions of abuse

1. **Abuse** - a form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by other (e.g. via the internet). They may be abused by an adult or adults, or another child or children. There are four main categories of abuse: **Physical, Neglect, Sexual and Emotional:**

a) Physical Abuse - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

b) Neglect - is the persistent failure to meet basic physical and / or psychological needs, likely to result in the serious impairment of the 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 or shelter (including exclusion from the home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c) Sexual Abuse - involves forcing or enticing a child 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 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 commit acts of sexual abuse, as can other children.

d) Emotional Abuse - the persistent emotional mal-treatment of a child such as to cause severe and persistent 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;
- Not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate;
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing ill treatment of another;
- 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, though it may occur alone.

CODE OF CONDUCT

Teacher-members should:

- Treat all children and young people with respect.
- Provide an example of good conduct you wish others to follow.
- Ensure that, whenever possible, there is more than one adult present during activities which children and young people or at least that you are within sight or hearing of others.
- Respect a young person's right to personal privacy/encourage young people and adults to be comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well-intentioned.
- Recognise that special caution is required when you are discussing sensitive issues with children or young people.
- Operate within the organisation's principles and guidance and any specific procedures.
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse.

Teacher-members should not:

- Have inappropriate physical or verbal contact with children or young people.
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children or young people.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise child abuse issues.
- Show favouritism or appear to show favouritism, to any individual.
- Rely on your good name or that of the organisation (faith or charity) to protect you.
- Believe "it could never happen to me".
- Take a chance when common sense, policy or practice suggests another more prudent approach.

You should give guidance and support to inexperienced helpers.

Guidance for Safer Working Practice for Co-operative Members

This guidance has been produced to help Teacher-members maintain a safe working environment when working with young people.

Teacher-pupil relationship. Teacher-members should maintain a professional relationship with their students at all times and any behaviour, which could be misinterpreted by others, should be avoided.

Physical contact. Teacher-members should always respect pupils' personal space. Physical contact should generally be avoided. If physical contact is necessary within a lesson (e.g. to correct posture/technique etc.), then Teacher-members should ask the young person's permission beforehand.

Teaching location. Ideally, teaching should take place in an open environment or in a room with a viewing window. If this is not available, it is recommended that the door is left open. If tuition is arranged at a Teacher-member's home, or at another location, this must be with the agreement of the parent/carer and take place in a suitable room.

Communication. Communication (via phone, email, text etc.) should be between the Teacher-member and parent/carer. Teacher-members should not give personal contact details or share personal information with their pupils. However, when working with older students, it may be appropriate for Teacher-members to liaise directly with them. Teacher-members should ensure that parents/carers are in agreement with this arrangement and are advised to 'cc' parents into ALL correspondence.

Transporting pupils. It is occasionally necessary for Teacher-members to provide transport for pupils (e.g. to attend an exam or performance). This must only occur with the parent/carer's permission on the understanding that the vehicle is roadworthy, there is appropriate insurance in place, the capacity of the vehicle is not exceeded, and the driver takes an appropriate level of care and responsibility.

Photography/Video recordings. Informed written consent from parents/carers, and agreement from the young person, must be sought before an image is taken or used for any purpose.

Working together with schools. Each school has its own Safeguarding policies and procedures, and has a Designated Child Protection Coordinator (DCPC) responsible for any safeguarding issues. Teacher-members should make themselves aware of all safeguarding procedures within the schools in which they are working, and report any incidents or concerns to the DCPC in both the school and the Co-operative. Teacher-members are reminded that Safeguarding policies include absence, behaviour, health & safety, data protection, emergency policies and may include others.