

# Safeguarding and Child Protection Policy

Adopted Sep 2019, reviewed October 2021 (To be reviewed Sep 2022)

This policy is based on the recommended model policy drafted by Bi-borough Safeguarding and Child Protection, guidance for school/education settings in Kensington and Chelsea, Hammersmith and Fulham, and City of Westminster.

## Overview and headline summary of TBMH's approach to Safeguarding and Child Protection

We believe that education settings, including Music Education Hubs, can contribute to the prevention of abuse. All children have the right to be safe and protected from harm. To meet this approach, all adults should:

- Be familiar with the child protection policy, including issues of confidentiality, for each setting they teach in. For a Music tutor this could involve visiting multiple settings each week.
- Share any concerns with the Designated person/s
- Deal with disclosure of abuse from a child in line with the setting's policy
- Be involved with on-going monitoring and recording of support inter-agency child protection and support plans
- Be subject to enhanced DBS vetting through the update service

All staff members (including volunteers and visitors) should be aware of the common signs and symptoms of abuse and neglect so that they are able to identify children who may be in need of help or protection.

### There are 4 main categories of abuse ... (P E N S):

1. Physical Abuse: Deliberately hurting a child through actions such as hitting, punching, pinching, shaking, throwing, poisoning or burning.
2. Emotional Abuse: Persistent emotional maltreatment of a child leading to insecure attachment, low self-esteem or a lack of self-worth.
3. Neglect: Failure to protect a child from harm or the persistent failure to provide the basic needs of the child.
4. Sexual Abuse: Any sexual activity involving a child such as the viewing of sexual images and the encouragement of sexual activity.

### Signs and Symptoms:

1. Physical Abuse: Children with frequent or unexplained injuries
2. Emotional Abuse: Children who are excessively withdrawn, fearful or anxious about doing something wrong
3. Neglect: Children who are hungry or dirty, have inadequate clothing, or whose basic medical needs are not being met.
4. Sexual Abuse: Children who use sexual language or have sexual knowledge that you would not expect them to have.

### Disclosures:

1. Always take pupils seriously if they make a disclosure to you.
2. Never promise confidentiality – explain that you will need to tell someone else.
3. Do not ask leading questions.
4. Reassure them that they have done the right thing; and write up the disclosure immediately.

### Concerns:

In addition to the setting Designated Safeguarding Lead in a setting, all concerns should be directed immediately to: Jane Da Costa, Deputy Head, DSL for the TBMH and/or Stuart Whatmore, Head, Alternate DSL for the TBMH

## Contents

### Introduction

1. Tri-borough Music Hub Child Protection and Safeguarding Policy Statement
  2. Safeguarding Children: Principles of Good Practice
  3. Keeping Children Safe
    - 3.1 Child Protection – Responding to Concerns About Individual Children
    - 3.2 Safeguarding – Providing a Safe Environment
      - 3.2.3 Bullying
      - 3.2.4 Online Safety
      - 3.2.5 Health & Safety
      - 3.2.6 Confidentiality
      - 3.2.7 Referrals to Partner Agencies
    - 3.3 Specific Safeguarding Issues
  4. Adults Working with Children
    - 4.1 Safer Recruitment
    - 4.2 Safe Practice
  5. Monitoring and Reviewing our Policy and Practice
  6. Useful Contacts
- Appendix 1: Child Protection – Information for Staff

## Introduction

All services working with schools are required to have a Safeguarding Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. The Tri-borough Music Hub takes very seriously its duty towards all its pupils who have been entrusted to its care, and seeks to provide an environment where all children are safe, secure, valued, respected and listened to.

The Tri-borough Music Hub understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff believe that a range of other service policies are central to many aspects of the Child Protection Policy, and this document should therefore be read in conjunction with our policies for:

- Online Safety
- Safe Working Practices for Staff and Volunteers

Our Child Protection Policy is written with due regard to the Department of Education Statutory Guidance Keeping Children Safe in Education (2021).

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board.  
<https://www.londonscb.gov.uk/about-the-board/>

Our procedures will be followed by all adults, including volunteers, working with us or on our behalf.

Our policy was adopted in September 2019 and is reviewed regularly by the strategic managers of the Tri-borough Music Hub and Local Authority services. The most recent review and update took place September 2021.

## 1. TRI-BOROUGH MUSIC HUB CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

**The Tri-borough Music Hub is committed to safeguarding and promoting the welfare of all our pupils, and expects all staff and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the Tri-borough Music Hub contributes to providing a safe environment, protecting children from harm and promoting their welfare.**

1.1. All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils, and must know how they should respond to any concerns about an individual child that may arise.

1.2 To this end the Tri-borough Hub will ensure that all staff, whether permanent or temporary, and volunteers know the members of staff within the senior leadership team who have designated overall responsibility for child protection and safeguarding (Designated Safeguarding Leads).

1.3 Currently that person is Jane Da Costa, Deputy Head of the Tri-borough Music Hub, who has received the required training in order to undertake the role.

1.4 In the absence of Jane Da Costa the designated person is Stuart Whatmore, Head of the Tri-borough Music Hub. If neither of these members of staff are available, then any concern should be reported to a member of the Senior Leadership of the relevant Local Authority.

1.5 All staff will receive training during their induction period then regularly, updated as necessary on an annual basis in order that they are equipped with the skills needed to keep children safe. Training is provided for all staff at the start of the academic year and updated for new staff during the year. As part of the training, staff are made familiar with the DfE Statutory Guidance Keeping Children Safe in Education, published in September 2016, updated annually.

1.6 The Tri-borough Music Hub will always follow safer recruitment procedures so that we can be confident that all adults recruited to work in the service are safe to do so in a context of ongoing vigilance concerning professional conduct.

## 2. SAFEGUARDING CHILDREN: PRINCIPLES OF GOOD PRACTICE

All children deserve the opportunity to achieve their full potential in a context which promotes their safety and welfare. For those staff who engage with students who experience discrimination in their daily lives or who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice and every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merits.

All persons who will have any contact with students will have the required level of vetting checks including an enhanced DBS check prior to working for the Music Hub in a school or other centre.

Delivery of safeguarding responsibilities will also be included as part of ongoing performance management processes for staff.

### 3. KEEPING CHILDREN SAFE

#### 3.1 Child Protection - Responding to Concerns About Individual Children

3.1.1 All children engaging in Tri-borough Music Hub activities must be able to place their trust and confidence in any adult working in the service. They must feel sure 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 child chooses to talk to them about any matter which raises child protection concerns.

#### 3.1.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he / she has done the right thing in telling
- Explain to the child that in order to keep him / her safe from harm the information that has been shared with must be passed on
- Report what has been disclosed to the Designated Safeguarding Lead as soon as possible
- Record, as soon as is practicable, what was said using the child's actual words including any observations of an injury and child's overall presentation
- Sign and date the record

3.1.3 The Designated Safeguarding Lead will assess the circumstances liaising with the Local Authority Social Care Teams including accessing points of contact for consultation and advice where needed.

3.1.4 The Designated Safeguarding Lead must keep a written record of all contact with other agencies and action taken.

#### 3.2 Safeguarding – Providing a Safe Environment

3.2.1 All parents and carers of children accessing Tri-borough Music Hub services 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
- 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
- Ensuring that staff receive training in basic child mental health awareness
- Ensuring key members of core team are trained as mental health first aiders
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning Hub activities or events
- Making clear expectations that staff adhere to all relevant Professional Codes of Conduct

3.2.2 Pupil Behaviour. We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent / carer.

(1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action in seeking to keep the child or others around them safe

(2) We will always record any occasion when physical intervention has been necessary

(3) We will always notify parents or carers of any such incident

### 3.2.3 Bullying

We understand that bullying is very harmful to children. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

### 3.2.4 Online Safety

We recognise that children's use of the internet is an important part of their education but that there are risks of harm associated with its use.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

### 3.2.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to children when attending Hub venues and when undertaking activities out of school under the supervision of our staff.

### 3.2.6 Confidentiality

Information about children given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a 'need to know' basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

### 3.2.7 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always consult with Social Care and access points of consultation including the Tri-borough Safeguarding and Child Protection, Schools and Education Lead.

## 3.3 SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to the following issues can all be signs that children are at risk:

- peer-on-peer/child-on-child abuse including sexual violence and sexual harassment and the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 (also known as 'sexting' or youth produced sexual imagery) (see para 10);



- child sexual exploitation/child criminal exploitation
- the risk of radicalisation
- female genital mutilation and honour-based abuse (*HBA*)
- children deliberately missing education
- mental/physical health
- serious violence
- those children potentially at greater risk of harm including:
  - children with special educational needs
  - those who need a social worker and
  - looked-after children
- drug and/or alcohol misuse

All staff should have an awareness of additional safeguarding issues that can put children at risk of harm. See KCSIE Annex B. These include:

- children involved in the court system or with family members in prison (para 8.10);
- child criminal exploitation such as county lines criminal activity (para 8.11);
- domestic abuse (para 8.12);
- Homelessness (para 8.13).

### **Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE) - referred to jointly as Child Exploitation (CE)**

Both CSE and CCE are forms of sexual abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, this will be in exchange for something the victim needs or wants, and/or will be for the financial advantage or increased status of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when the activity appears consensual. Exploitation can be physical and be facilitated and/or take place online. A significant number of children who are victims of exploitation go missing from home, care and education at some point. See KCSIE Annex B for more details.

### **Children at risk of Radicalisation**

Staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (***the Prevent duty***), and should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (see KCSIE Annex B). If it appears that a pupil is at risk of radicalisation, or displays any indication that they have been exposed to extremism, the DSL must be informed immediately.

The DSL will consider the level of risk to identify the most appropriate referral, which could include referral to the local Channel Panel, children's social services, in the area of the child's residence, the police, or other avenues of help and support offered through the Bi-Borough Prevent team. Normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism. See the [flowchart of Prevent Strategy and Channel Panel Programme Referrals](#) in the [Safeguarding Appendices for DSL and Pastoral Staff Appendix 7](#) and Appendices 3 and 5 for Further Useful Information on Prevent.

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremism and/or terrorism. Channel works in a similar way to other safeguarding partnerships such as case conferences for children in need. Channel is a pre-criminal

process that is designed to support vulnerable people at the earliest possible opportunity, before they become involved in illegal activity. A referral to the Channel Panel will normally be made by the DSL but anyone can make a referral in exceptional circumstances such as emergency or when there is a genuine concern that appropriate action is not being taken.

### **Female Genital Mutilation (FGM) and other forms of so-called ‘honour-based’ abuse (HBA)**

All staff should raise any FGM related concern with the DSL, (or in their absence the Deputy DSL), who will involve the children’s social services in the area of the child’s residence as appropriate. Unless there is a reason not to, teachers should also follow local safeguarding procedures. **There is a specific legal duty on teachers to report to the police cases where, in the course of their work, they discover that an act of FGM appears to have been carried out on a girl under 18,** (see Appendices 3 and 5 for useful resources). Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all those to whom the legal duty applies.

HBA encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If in any doubt staff should speak to the DSL who should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### **Children going Missing from Education (CME)**

A child going missing from education, particularly persistently, is a potential indicator of a range of safeguarding issues. This may include neglect, sexual abuse, CSE or CCE. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Individual triggers to be aware of include travelling to conflict zones, FGM and forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding abuse and to help prevent the risks of a child going missing in future. This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

***Staff must report to the DSL any unexplained absences that are prolonged (for more than four (4) days) and any indication that a pupil/family has a planned absence in term time that has not been approved.***

### **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose



behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. See DfE [Mental health and behaviour in schools guidance](#), the [Link Programme](#), and further information in Appendices 3 and 5.

**If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and they should report to the DSL or a Deputy DSL.** Staff must also be alert to symptoms of mental ill-health, such as eating disorders, low mood or self-harming and behaviours linked to the likes of drug and alcohol misuse, deliberately missing education, and the sharing of nude and semi-nude images which put children in danger.

### Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these.

### Children potentially at greater risk of harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm and in some cases may find it particularly difficult to communicate what is happening to them. These include: Children with SEND/LDD or physical health issues (8.8.1); Children who need a social worker (Child in Need and Child Protection Plans) (8.8.2); Children Missing Education (CME) (see 8.5 above); Children requiring mental health support (see 8.6 above); and Looked-after children.

### Children with Special Educational Needs and disabilities (SEND), Learning Differences and Disabilities (LDD) or physical health issues.

Children with SEND/LDD and/or certain health conditions can face additional safeguarding challenges and vulnerability including peer-on-peer abuse (see paragraph 10 below). Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the disproportionate impact - without any outward signs - upon children with SEND/LDD by behaviours such as bullying; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff should never assume that an indicator of a safeguarding concern is caused by a child's individual learning needs and should report any safeguarding concerns arising from SEND/LDD, including the intimate care of a child, immediately to the DSL, who will consider extra pastoral support and attention for these children.

### **Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs and this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks). Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. The DSL should ensure that staff know who these children are, as appropriate in order to understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Drug and/or alcohol misuse**

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; or if the child is misusing drugs or alcohol themselves.

### **Children involved in the court system or with family members in prison**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families which can be stressful for children. Children with a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

### **Child criminal exploitation such as county lines criminal activity**

'County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network

### **Domestic abuse**

The statutory definition of domestic abuse, captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. In most cases, School may be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

## **4. ADULTS WORKING WITH CHILDREN**

### **4.1 Safer Recruitment**

4.1.1 All staff and volunteers working with children in our service will be recruited in line with Safer Recruitment procedures:

#### **Preparation**

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- We always consider carefully the knowledge, skills and experience required to safeguard children and include these within a person specification.

#### **Advertising**

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to an enhanced DBS (Disclosure and Barring Service) check.

#### **Applications**

- We will ensure that our application process enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.
- We will scrutinise all applicants during the application process.

#### **References**

- We will not accept open references or testimonials.
- We will ask for the names of at least two referees one of whom should be the most recent employer.
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
- We will follow up any vague or ambiguous statements.
- We will verify previous employment history.
- Appropriate checks are applied to staff and volunteers who come to work as part of the Tri-borough Music Hub.
- For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.
- Appropriate Risk Assessments are carried as per the CIPD guidance.

### **Interviews**

- We will always conduct a face to face interview including in circumstances where there is only one candidate.
- Our interview panel will always contain at least one member trained in safer recruitment practice.
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents which confirm their identity, qualifications and right to work.

### **Appointments**

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- We will refer to the DBS and the NCTL (National College of Teaching and Learning) any person whose checks reveal that they have sought work when barred from working with children.

### **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 including disciplinary procedures.

### **Continuing Professional Development**

We will ensure that all staff receive regular training in Child Protection and Safeguarding including key updates to Keeping Children Safe in Education.

### **Supervision**

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

### **Allegations**

We will always follow appropriate procedures for the management of allegations against staff including notifying the LADO (Local Authority Designated Officer).

### **Dismissal**

We will always refer to the DBS and NCTL any member of staff who is dismissed because of misconduct relating to a child.

## **4.2 Safe Practice**

4.2.1 We understand that all adults working in or on behalf of our service have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers, and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

4.2.2. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children, and that any incident that falls below our expected standards will be dealt with appropriately.

Staff will be made aware of the Whistleblowing policy.

## 5. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

5.1 Our Designated Safeguarding Lead will continually monitor our child protection and safeguarding practices and bring to the notice of Senior Leadership team any weaknesses or deficiencies to ensure these are addressed and remedied in a timely way.

5.2 The Tri-borough Music Hub and strategic partners will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

5.3 Our Policy will be reviewed annually and formally updated every two years

5.4 This Policy was last reviewed in October 2021

## 6. USEFUL CONTACTS

Royal Borough Kensington and Chelsea  
Social Work Line for referrals           020 7361 3013

NSPCC           0808 800 5000 (staff)

Childline       0800 1111 (pupils)

## Appendix 1

### CHILD PROTECTION – INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual / small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual / small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible, do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as friends on Facebook or any other social networking sites or apps.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- Do not teach individuals / small groups of pupils outside of normal lessons unless there is another member of staff in the department at that time.
- Be aware of pupils forming attachments to you as a teacher and maintain professional boundaries if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Do not engage in conversations about your personal life with pupils.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.