



MusicWorks

Safeguarding Children Policy

Updated July 2019

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1. Introduction

MusicWorks (Chamber Courses) is a Limited Company with Charitable Status which trains young people to play and appreciate chamber music.

The Company's objects, as set out in its Memorandum of Association, are:

1. to educate the public in the art of music,
2. to advance the education of the public in the art of chamber music and ensemble playing and the general cultivation of chamber music and ensemble playing as an art,
3. to train children and young people in the art of playing chamber music and ensemble playing,
4. to promote high standards of training for teachers of music with particular reference to chamber music and ensemble playing.

MusicWorks currently runs several courses each year: two for children aged between 8 and 14, two for students aged 14 to 18, one for students aged from 18 upwards and a series of one-day events. The one-day events and Junior Courses are non-residential, the other courses are week-long and residential.

MusicWorks has a responsibility for the safety of the children who participate in its courses or are temporarily under its care. It recognises that a robust Safeguarding Policy is of benefit to everyone involved with MusicWorks. MusicWorks is committed to practises which protect children from harm.

Throughout this document the word "child" should be understood to refer to anyone under the age of 18 together with any student attending a MusicWorks course. The word "staff" includes the teachers on courses, the domestic staff and any volunteers.

2. Policy statement

MusicWorks endeavours to safeguard children by:

- Creating an environment within which all children are treated with respect and dignity.
- Adopting child protection procedures that embody a code of practice for all who work on behalf of the organisation.
- Carefully following procedures for the safe recruitment and selection of teaching staff and helpers.
- Providing effective management for staff through support and training.
- Reporting concerns to the authorities.

All staff working on MusicWorks' behalf who have unsupervised access to or contact with children are required to:

- Recognise and accept their responsibility for the welfare of the children with whom they come into contact.
- Develop their awareness of issues which can cause children harm. *See section 5.*
- Report any concerns by following the procedures in this document. *See sections 6, 7 and 8.*
- Sign and adhere to the Code of Conduct. *See section 3.*

There is a Designated Safeguarding Person (DSP) within the MusicWorks organisation who will take action following any expression of concern. The lines of responsibility in respect of child protection are clear. The DSP knows how to make referrals to the appropriate child protection agencies. *See section 4.*

Information relating to any allegation or disclosure will be recorded clearly as soon as possible. There is a procedure setting out who should record information and the time-scales for passing it on. *See sections 4, 6, 7 and 8.*

The Children Act 1989 states that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply in other situations should not be allowed to override the right of a child to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

MusicWorks' Safeguarding Policy is distributed to every member of staff. Acceptance and understanding of the policy and signing the Code of Conduct is an integral part of the recruitment process. *See sections 3 and 9.*

A culture of mutual respect between students and those who represent MusicWorks is encouraged, with staff demonstrating good practice by example.

All staff who may have unsupervised access to students will be checked appropriately. *See section 9.*

Anybody who encounters child protection concerns in the context of their work for MusicWorks will be supported when they report their concerns in good faith.

MusicWorks reviews its Safeguarding Policy annually.

3. Code of Conduct for MusicWorks Staff

MusicWorks is a child-centred organisation, which means that children are:

- listened to
- valued and respected
- involved in decision making where appropriate
- encouraged and supported.

Every activity conducted in connection with MusicWorks should be as apparent as possible. No more time should be spent alone with children than is necessary. If one-to-one teaching takes place it must always take place in public rooms. Curtains or blinds should not be closed and doors must remain unlocked.

Unnecessary physical contact with students should be avoided.

Staff should avoid taking individual children alone in a car journey, however short. Where this is unavoidable, the journey should only be made with the full knowledge of parents and/or Course Director. Staff should be able to state the purpose and anticipated length of the route.

Staff should avoid entering into any kind of correspondence with a student on a social basis whether by letter, telephone, email, text message or via social media.

Staff should not make suggestive or inappropriate remarks to or about a child as these can be misinterpreted.

It is important that staff do not deter children from making a “disclosure” of abuse through fear of not being believed. *See section 6.*

If a child protection concern is raised, staff members must follow MusicWorks’ procedure for reporting such concerns by informing the DSP. They must not attempt to investigate the concerns themselves. The procedure for reporting such concerns is set out in Section 7 of MusicWorks’ Child Protection Policy.

Staff should remember that those who abuse children can be of any age, gender or ethnic background and can even be other children. It is important that personal preconceptions don’t prevent an appropriate action being taken.

Good practice includes staff members valuing and respecting children as individuals, and demonstrating appropriate conduct at all times. Bullying, shouting, racism, sectarianism and sexism are unacceptable.

Staff should challenge the use of inappropriate language by students or other staff.

Staff must remember that the relationship between a student and a teacher is based on mutual trust. The balance of this trust must always be maintained and respected.

I accept to abide by this code of conduct.

Signed by

Name:

Date:

4. Role and responsibilities of the Designated Safeguarding Person (DSP)

MusicWorks has appointed a Designated Safeguarding Person who is responsible for dealing with any concerns about the protection of children. The DSP is

Catherine Manson

Work: 01582 699670
Mobile: 07940 889774
Email: musicworksinfo@gmail.com
Address: 29 Church Road, Totternhoe, Bedfordshire LU6 1RE

The role of the DSP is to:

- Receive information from students, staff, parents/carers and volunteers who have child protection concerns and record it.
- Assess the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.
- Know which child protection agency to contact in the event of a child protection concern coming to MusicWorks' notice.
- Ensure that appropriate information is available at the time of a referral and that the referral is confirmed in writing under confidential cover.
- Keep relevant people in MusicWorks informed about any action taken and any further action required.
- Ensure that a proper record is kept of any referral and action taken, and that this is kept safe and confidential.
- Advise MusicWorks of child protection training needs.
- Provide information and advice on child protection within the organisation.
- Liaise with local social services and other agencies, as appropriate.
- Liaise with recognised child protection bodies to review the operation of the Safeguarding Policy regularly to ensure its procedures are working and that it follows current guidance on best practice.

5. Definitions of Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may be the result of a deliberate act but could also be caused through the omission or failure to act to protect.

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of, or consents to, what is happening. It may involve physical contact, including rape or oral sex, or non-penetrative acts such as fondling. Boys and girls can be sexually abused by males and/or females and by other young people. It also includes non-contact activities such as involving children in watching or taking part in the making of pornographic material, or encouraging children to behave in inappropriate ways.

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. It may involve failing to provide adequate food, shelter and clothing, or failing to ensure that a child gets appropriate medical care or treatment.

6. Guidelines for responding appropriately to a child making an allegation of abuse

- Stay calm.
- Listen carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Tell the child that the matter will only be disclosed to those who need to know about it.
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only. Avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said as soon as possible, using the child's own words. Note the date, time, any names mentioned and to whom the information was given. Ensure that the record is signed and dated. The Form for reporting suspected child abuse will be supplied by the DSP. *See section 8.*
- Remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the DSP.

7. Procedure for reporting concerns

The concern of members of Staff could be raised in a number of ways, the most likely of which are:

1. the conduct of another member of MusicWorks staff,
2. a child “disclosing” abuse,
3. bruising or evidence of physical hurt; which may or may not be accompanied by
4. the unusual behaviour of a child.

If a member of staff has specific concerns these should be reported immediately in person or by telephone to the Designated Safeguarding Person (DSP) and confirmed in writing within 24 hours using the form available from the DSP. Delay could prejudice the welfare of a child. If the concerns relate to the conduct of a member of staff these should be reported to the DSP at the earliest opportunity.

The DSP will consider the report and will either refer this immediately to the authorities or, after taking appropriate advice (which may include discussing the circumstances on a confidential basis with the NSPCC or other child protection agency), decide not to refer the concerns to the authorities but to keep a full record of the concerns.

Remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the DSP.

8. Form for reporting suspected child abuse

Name of child

Age and date of birth

First language

Any special factors

Parent's/guardian's name(s)

Home address and phone number

Are you reporting your own concerns or passing on those of somebody else?

If someone else, who?

A brief description of what has prompted the concerns. Include dates, times of day etc. of any specific incidents.

Are there any physical indications, behavioural indications, indirect indications?

Have you spoken to the child? If so, what was said?

Has anybody been alleged to be the abuser? If so, give details

Have you consulted anyone else? Give details

Your name and position

To whom reported and date of reporting

Signature

Today's date

9. Staff Recruitment Procedure

All roles are clearly defined.

Key selection criteria are identified.

A range of possible candidates is considered.

The selection process may include interview, references and personal checks. Two written references are required for any prospective new member of staff personally unknown to one of the directors of MusicWorks. *See Appendix 1.*

The identity of staff members and details of any previous convictions and pending cases are confirmed through checks performed by the Disclosure and Barring Service.

MusicWorks adheres to the Disclosure and Barring Service's Code of Practice and guarantees that information disclosed about staff will be treated in confidence and not used against applicants unfairly.

A representative from MusicWorks will discuss the organisation's Safeguarding Policies and explore the candidate's attitudes towards working with children. They will explain that all MusicWorks staff must sign the Code of Conduct. *See section 3.*

Domestic helpers will not be appointed without personal recommendation from one of MusicWorks' Directors.

10. Implementation strategy

Dissemination throughout the organisation

A copy of this Safeguarding Policy is displayed on the central notice board at every course. It is available for staff, students, parents and visitors to read.

All staff will be given a copy of the Code of Conduct which they will be asked to read and sign at the beginning of each course.

This Safeguarding Policy is displayed on MusicWorks' website.

This document contains up-to-date contact information for the DSP on the course. The DSP has the up-to-date contact information for the relevant contacts within Social Services.

Endorsement, monitoring and review of the Safeguarding Policy

The Safeguarding Policy is reviewed and updated annually taking into consideration student feedback, any legislative changes and advice offered by child protection authorities.

The Safeguarding Policy is approved annually by MusicWorks' Trustees and Members.

This document is sent for endorsement to the Dorset Safeguarding Children Board and the Cornwall and Isles of Scilly Safeguarding Childrens Partnership where the courses are held.

11. Potential barriers to implementation

Fear

Staff must make it clear to all students that they will be listened to and that their concerns will be taken seriously. *See section 6.*

Confidentiality

It may be easier for a child to voice a concern relating to the course to someone who is not present. An independent person is available by telephone and email during courses:

Elspeth Arden (Trustee of MusicWorks)
email: elspeth.arden@gmail.com
Mobile: 07970270224

This person also has a copy of the Form for Reporting Suspected Child Abuse.

Disbelief

All staff must be aware that their own reluctance to believe or to record or report an allegation made against a colleague could put a child at risk. It is important that a written record be made as soon as possible following a concern being raised, using the Form for Reporting Suspected Child Abuse which is available from the DCPP. *See sections 4 and 8.*

Concern regarding the outcome

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred.

Lack of information about what to do

The Safeguarding Policy containing all the relevant contact information is displayed on the notice board and on MusicWorks' website. It is important that all students, staff, parents and carers know how to contact the DSP should they have any concerns.

12. Anti-Bullying Policy

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. Bullying can cause high levels of distress which affect young people's well-being, behaviour and development. MusicWorks is committed to providing a caring, friendly and safe environment for all of its students so that they can learn in a secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at MusicWorks and will not be tolerated. All students should feel able to report bullying and when such behaviour is brought to our attention prompt and effective action will be taken. Anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet misuse such as nasty and/or threatening emails or texts, misuse of blogs, gaming websites, internet chat rooms, social media, misuse of associated technology including photography and video.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving. MusicWorks recognises that it has a responsibility to respond promptly and effectively to instances of bullying.

Signs and symptoms

Many young people do not speak out when being bullied but may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a student:

- becomes withdrawn, anxious or lacking in confidence
- has possessions which are damaged or “go missing”
- has unexplained cuts or bruises or shows signs of having been in a fight
- becomes aggressive, disruptive or unreasonable
- is bullying other students
- changes their eating habits (stops eating or over-eats)
- goes to bed earlier than usual
- is unable to sleep
- is afraid to use the internet or phone
- is nervous or jumpy when a text message or email is received
- gives unlikely excuses for any of the above.

Implementation

- If bullying is suspected or reported, the incident will be reported immediately by the member of staff who has been approached to the DSP.
- The DSP will record a precise account of the initial report, will interview all concerned and will keep a record of the incident.
- The DSP will inform the parents of all students involved in the incident.
- If necessary and appropriate, the DSP will consult the police.
- The DSP will formulate an appropriate response to the incident in consultation with all concerned parties.

Outcomes

- The bullying must stop immediately.
- The bully may be asked to genuinely apologise.
- Attempts may be made to help the bully change their behaviour.
- If possible the students will be reconciled.
- The bully's participation on the course may be terminated and they may be sent home.
- After the incident(s) have been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

Students who have been bullied will be supported by:

- Having an immediate opportunity to discuss the experience with the DSP
- Reassurance
- The offer of continuing support.

People who have bullied will be helped by:

- Discussing what happened
- Establishing the wrong-doing and the need to change
- Informing parents/guardians to help change their attitude and behaviour.

13. Complaints and grievances concerning MusicWorks Staff

A problem may arise that does not necessitate action within the scope of this Safeguarding Policy but that is of sufficient concern to warrant action by MusicWorks' course director(s). Should a circumstance arise whereby the conduct, behaviour or attitude of a member of staff gives cause for such concern, the course director present will attempt to resolve the situation by raising the issue in discussion with the member of staff concerned and if necessary, involve any other party with whom there may be conflict in the discussion.

If a satisfactory resolution cannot be reached through discussion and the concern is serious enough to compromise the course the member of staff may be asked to leave the course. They will be paid for the days they have worked up to and including the day on which they are asked to leave. A replacement will be sought immediately and the course director's priority will be to minimise any disruption to the course.

A written record of the events will be made as soon as possible following any such discussion. An accurate note shall be made of:

1. The date and time of the incident
2. The parties who were involved
3. What was said or done to and by whom
4. Any action taken by the course director to investigate the matter
5. Further action taken following investigation of the incident by the course director
6. If referral was made to a statutory agency, the name of the person reporting the incident and the name of the person to whom the incident was reported
7. If no referral was made to a statutory agency, the reasons why there was no referral to a statutory agency.

Appendix 1

Reference form for new staff members

We would be grateful if you would complete this form in support of _____ who may be engaged to teach/help on MusicWorks chamber music courses. Please indicate your opinion of this person's suitability for the position and the responsibilities involved. This post involves substantial access to children. If you are happy to complete this reference all the information contained on the form will remain confidential. We would appreciate a candid evaluation of this person.

How long have you known this person?

In what capacity?

What attributes does this person have to make them suitable to work with children?

How would you describe their personality?

As an organisation committed to the welfare and protection of children we would like to know if you have any reason to be concerned about this applicant being in contact with children or young people?

Yes/No:

We will contact you in confidence if you have answered "yes" to this question.

Please tick the box you think most closely describes this applicant:

	Poor	Average	Good	Very Good	Excellent
Responsibility					
Maturity					
Self motivation					
Can motivate others					
Commitment					
Energy					
Trustworthiness					
Reliability					

Your name

Your email address

Your mobile phone number

Your signature

Today's date

Please return this form to: Catherine Manson, 29 Church Road, Totternhoe, Bedfordshire, LU6 1RE

Appendix 2

Contact Information

Catherine Manson (DSP)
Work: 01582 699670
Mobile: 07940 889774
Email: musicworksinfo@gmail.com
Address: 29 Church Road, Totternhoe, Bedfordshire LU6 1RE

Elsbeth Arden (Trustee and independent person available by telephone and email during courses)
Email: elsbeth.arden@gmail.com
Mobile: 07970270224

MusicWorks courses held at Talbot Heath School

Dorset Safeguarding Children Board

LADO: **01305 221122**

Bournemouth and Poole out of hours: **01202 738256**

Email: Bournemouthand.PooleLSCB@bournemouth.gov.uk

Bournemouth – Children’s First: **01202 458101**

MusicWorks courses held at Iford and Kingston Primary School

East Sussex Local Safeguarding Children Board

Email: lscbcontact@eastsussex.gov.uk

Between midnight and 8am: **01273 819179**

Out of Hours Social Care Service - Children's services: **01273 335905/6**

MusicWorks courses held at Lavethan, Blisland, Cornwall

Cornwall and Isles of Scilly Safeguarding Children Partnership

LADO: **01872 326536** email: lado@cornwall.gov.uk

- Multi-agency Referral Unit: **0300 123 1116**
- Out of Hours Service: **01208 251300**

Appendix 3

Relevant Websites

East Sussex Local Safeguarding Children Board

Website: <http://eastsussexlscb.org.uk/>

Bournemouth/Poole Safeguarding Children Board

Website: <http://www.bournemouth-poole-lscb.org.uk>

Cornwall and Isles of Scilly Safeguarding Children Partnership

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/>

Code of Practice for registered persons and other recipients of Disclosure information

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/143662/cop.pdf

Dealing with allegations of abuse

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

Appendix 4

Relevant legislation

The **Children Act 1989** aimed to ensure that the welfare of the child was paramount, working in partnership with parents to protect the child from harm. The Act was intended to strengthen the child's legal position; to give him/her equal rights, feelings and wishes; and to ensure children were consulted and kept informed.

The **Children Act 2004** aims to further improve children's lives and gives the legal underpinning to 'Every Child Matters: Change for Children' (2004).

There have been a few structural changes in response to the Children Act 2004 which mean that, from April 2006, education and social care services for children have been brought together under a director of children's services in each local authority.

The **Children and Young Person Act 2008** has also been introduced. Its main purpose is to effect the recommendations set out in the White Paper 'Care Matters: Transforming the Lives of Children and Young People in Care' and "forms part of the Government's programme to ensure children and young people receive high quality care and support."

The Act includes provisions in relation to the well-being of children and young people and private fostering. It has a particular focus on older young people in care and those making the transition from care.

Both of these acts are amended by the **Children and Social Work Act 2017** Key provisions include:

- the Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance (Sections 12 to 15).
- the previous model of Local Safeguarding Children's Boards (LSCBs) has been replaced by local safeguarding partners who will publish reports on local safeguarding practice reviews (Section 17).

Other Acts closely linked to the Children Act are:

- a) Protection of Children Act 1999
- b) Safeguarding Vulnerable Groups Act 2006
- c) Childcare Act 2006