



Child Protection & Safe-guarding Policy

01.09.2020 (review date 31.08.2021)

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Section One: Introduction

In this document a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout.

01. This policy has been authorised by the CEO and is addressed to all members of staff, interns, apprentices, accredited partners & volunteers and is available to parents on request and is published on the **Hot House** website. It applies wherever staff, interns, apprentices, accredited partners & volunteers are working with students even where this is away from the School, e.g. at an activity centre, tour, recording studio, concert or on educational trip.
02. The welfare of our students will always be our central concern informed by Hot House's Mission Statement and by legal requirements. Students are actively encouraged to raise personal and general concerns with members of staff. Sufficient account has been taken of the nature, age range and other significant features of the school in the provisions made for safeguarding at **Hot House**.
03. Owner Jonathan Eno is the Designated Safeguarding Lead (Level 3) and is available to all members of the community to offer advice on matters relating to safeguarding.
04. The Directors of **HHMUSIC LLP** are fully and properly informed of details of alleged abuse against pupils at **HHMUSIC LLP**. They have full access to all the facts surrounding abuse that may take place and the **Hot House** response. The Directors understand that the responsibilities for safeguarding are collective.
05. **For definitions of the various types of child abuse see Section 2.**

Commitment

06. **HHMUSIC LLP** is committed to safeguarding and promoting the welfare of children and young people and expects all staff, interns, apprentices, accredited partners & volunteers to share that commitment. **Hot House** will take measures to:
 - ensure that we practise safer recruitment in checking the suitability of staff, interns, apprentices, accredited partners & volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education* (September 2016) and the Education (Independent School Standards) Regulations 2014. (Please see Recruitment policy);
 - ensure that we carry out all necessary checks on the suitability of Directors in accordance with the above regulations and guidance given in *Keeping Children Safe in Education*;
 - ensure that where **HHMUSIC LLP** ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and in any event within one month and consideration is also given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed or who would have been dismissed if he/she had not resigned. Ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
 - ensure that referrals are always made to the Disclosure and Barring Service (DBS) as provided for in this Policy and, in historical cases, all relevant information is passed to the DBS;
 - ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff;
 - follow the local inter-agency procedures of the regional Safeguarding Children Boards;
 - protect each student from any form of abuse, whether from an adult or another student;
 - be alert to signs of abuse both in the School, online and from outside;
 - deal appropriately with each suspicion or allegation of abuse in accordance with "*Keeping Children Safe in Education*", and by consulting with the Local Authority Designated Office (LADO);
 - operate procedures which promote this policy;
 - operate procedures which, so far as possible, ensure that educational animateurs & teachers and others who are innocent are not prejudiced by false allegations;
 - in accordance with an agreed child protection plan, support children who have been abused;
 - Be alert to the medical needs of children with medical conditions;
 - Operate robust health & safety procedures;
 - ensure that educational & concert premises are as secure as circumstances permit;
 - ensure that educational premises are designed to reduce the opportunity for inappropriate behaviour e.g. through the use of glass partitions, so that relations with pupils are conducted openly;
 - operate clear and supportive policies on drugs, alcohol and substance misuse;
 - deal with any other safeguarding issues which may be specific to individual children in **Hot House**. The safe-guarding lead is also responsible for e-safety and is aware of CEOPS;
 - have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being: *Keeping Children Safe in Education* (September 2016). *What to Do If You're Worried a Child Is Being Abused* (March 2015) and *Working Together to Safeguard Children* (2015);

07. Every complaint or suspicion of abuse from within or outside **Hot House** will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO), the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC. In each case, the matter will be referred to the regional Child Protection Advisors. This includes allegations of historic abuse. In the case of those working in a school, the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child or;
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children;
08. The Directors ensure the provision of awareness raising and training in safeguarding across **the partnership**.

Roles and Responsibilities

09. The Designated Safeguarding Lead

As advised by the NSPCC Safeguarding in Education Service (2013) the Designated Safeguarding Lead holds responsibilities for referrals, training and raising awareness amongst staff within the School.

The Designated Safeguarding Lead's role at **Hot House** includes:

- To be the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of child protection;
- To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures;
- To be available to all staff of the School community for consultation on child protection issues;
- To co-ordinate the child protection procedures in **Hot House Music Schools**;
- To maintain an ongoing training programme for all **Hot House Music Schools** employees;
- To monitor the keeping, confidentiality and storage of records in relation to child protection;
- To liaise with the child protection officer appointed by the SSD – the Local Authority Designated Officer (LADO);
- To ensure that appropriate action is taken in **Hot House Music Schools** and that procedures are followed in actual or suspected cases of child abuse;
- To contact the duty social worker or the duty education welfare/social worker/LADO within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to the SSD;
- Where appropriate, to take part in the child protection conferences or reviews. When the Designated Safeguarding Lead cannot attend, he or she will ensure that a key member of staff attends. Where this is not possible, s/he will provide a written report to the conference from **Hot House Music Schools**;
- To ensure that **Hot House Music Schools** offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection through open and frequent dialogue with each student. Using the unique cultural opportunities "jazz and music education" provides whilst mitigating associated risks;
- annually review the Policy on Child Protection and Safeguarding and look at how the duties have been discharged;
- To ensure that their training is updated at least every two years in line with local safeguarding board practice;

In the absence of the Designated Safeguarding Lead a Deputy Designated Safeguarding Lead, who must be nominated in advance, must take responsibility for child protection issues within the partnership.

10. The Designated Safeguarding Lead is **Mr Jonathan Eno** who may be contacted on **Tel: 07792 550 437** or E: **info@hhmusic.co.uk**. The Deputy Designated Safeguarding Lead is **Mr Stuart McCrone** on **Tel: 07817 221 860**. He will:
- advise and act upon all suspicion, belief and evidence of abuse reported to him;
 - keep the Designated Safeguarding lead informed of all actions unless the Director is the subject of a complaint. In this situation, the police should be contacted directly, not the Designated Safeguarding Lead;
11. If the Designated Safeguarding Lead is unavailable or is himself the subject of a complaint, his duties will be carried out by the Deputy Designated Safeguarding Lead who has received appropriate training in safeguarding and inter-agency working.
12. Directors, staff (employees), interns, apprentices, accredited partners & volunteers are all under a general legal duty:
- to protect children from abuse and promote their welfare;
 - to be aware of **Hot House Music Schools** practice and policies on Safeguarding and Child Protection and to follow them;
 - to know how to access and implement the procedures, independently if necessary;
 - in dealing with a child protection issue to remain as objective as possible. **NEVER** assume that you know which categories of children are at risk;
 - to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. **DO NOT** prompt, lead or suggest information to the child;
 - to refer to the Designated Safeguarding Lead (or in his absence, the Deputy Designated Safeguarding Lead) immediately;
 - in the case of allegations brought against a colleague, to refer the incident to the Designated Safeguarding Lead (please see the section below on Staff Allegations);
 - to undertake appropriate training including induction training and refresher training at yearly intervals;

13. Whistleblowing

ALL staff are required to report to the Designated Safeguarding Lead any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Designated Safeguarding Lead and the Local Authority Designated Officer (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. The partnership has a designated Whistleblowing Officer on the Board of Directors. **Tina Attenborough** is a Non-Executive Director with a legal specialism and can be contacted on **T: 03303 200 880**.

Training

14. The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working in accordance with locally agreed procedures and in accordance with *Keeping Children Safe in Education* and will attend refresher training at yearly intervals. Induction training for staff and volunteers includes the **Hot House Music Schools** safeguarding policy. All peripatetic teachers are also trained on an annual basis.
15. **All** Directors, staff (employees), interns, apprentices, accredited partners & volunteers undertake training in child protection and safeguarding, as specified by the Local Safeguarding Children Board and this is updated annually.
16. **All** Directors, staff (employees), interns, apprentices, accredited partners & volunteers are reminded of the provisions in this Child Protection and Safeguarding Policy on week 1 of each new academic year.
17. The designated safeguarding lead has to be on every recruitment panel.
18. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of **Hot House Music Schools** arrangements for safeguarding and their responsibilities as above.
19. A record of all safeguarding training undertaken by Directors, staff (employees), interns, apprentices, accredited partners & volunteers will be kept securely at **Hot House Music Schools** registered office.
20. **All** Directors, staff (employee), interns, apprentices, accredited partners & volunteers are required to sign the disqualification by association declaration.

Section 2: Child Abuse - Categories and Definitions

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

Possible signs of abuse include (but are not limited to):

- the child says she/he has been abused or asks a question which gives rise to that inference.
- there is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- the child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in his / her behaviour.
- the child asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- the child's development is delayed.
- the child loses or gains weight.
- the child appears neglected, e.g. dirty, hungry, inadequately clothed.
- the child is reluctant to go home or has been openly rejected by his / her parents or carers.
- the child is reluctant to go to a **Hot House Music School** activity.

22. **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.

Possible (not exclusive) signs of Physical Abuse:

Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes, someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport. Responsible staff need to be especially concerned about:

- Injuries which do not match the explanation given for them;
- Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence;
- Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks;
- Burns or scalds with clear outlines;
- Bite marks and bruises like love-bites;
- Bruising in or around the mouth;

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

Possible (not exclusive) signs of Emotional Abuse:

This form of abuse may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm. Responsible staff should be especially concerned about a child who:

- Is continually depressed and withdrawn;
- Runs away or who is frightened to go home;
- Is reluctant to attend a **Hot House Music School** activity;
- Is persistently blamed for things that go wrong;
- Is made to carry out tasks inappropriate to their age;
- Is not allowed to do normal childhood activities;
- Displays excessive fear of their parents or carers;
- Is excessively clingy and tearful;

24. **Sexual Abuse**

The definition given in *Keeping Children Safe in Education* (September 2016) is as follows:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- The betrayal of trust and responsibility;
- Abuse of power for the purpose of the sexual gratification of the abuser;

Possible (not exclusive) signs of sexual abuse:

The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- Exhibits sexually explicit behaviour;
- Has inappropriate sexual knowledge for his or her age;
- Attempts suicide or self-inflicts injuries;
- Repeatedly runs away from home;

25. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Failure to protect a child from physical and emotional harm or danger;
- Failure to ensure adequate supervision (including the use of inadequate care-givers);
- Failure to ensure access to appropriate medical care or treatment;

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

Responsible staff should be especially concerned about a child who:

- Is constantly hungry, greedy or stealing food;
- Has lingering illnesses which have not been treated;
- Is continually smelly, scruffy and dirty;
- Is often dressed in inadequate or unsuitable clothing for the weather conditions;
- Suffers repeated accidents, suggesting a lack of proper supervision;
- Is constantly tired;
- Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult;

26. Staff and Volunteer Responsibility

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

Section 3: Procedures

At Hot House, when receiving a complaint, listening to the child/children making the complaint is the most important priority for staff.

27. Initial complaint

A member of staff suspecting or hearing a disclosure of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer ("was it your father?" or "did this take place on Tuesday when you were away?");
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead, who will ensure that the correct action is taken;
- must keep a written record of the conversation (see instructions below - paragraph 29). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead;

28. Preserving Evidence

All evidence (for example scribbled notes, mobile phones containing text messages, clothing and computers) must be safeguarded and preserved.

29. Record

1. Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
2. Write up your notes in full and include time, date, place and signature.
3. Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
4. Record the actual words spoken by the child wherever possible.

30. Reporting

All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the police.

31. Action by the Designated Safeguarding Lead

The action to be taken will:

- conform to the local inter-agency procedures of the regional Safeguarding Children Boards and *Keeping Children Safe in Education*;
- ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), SSD or police;
- satisfy the wishes of the complainant's parents, provided they have no interest which is in conflict with the child's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- respect duties of confidentiality, so far as applicable;
- ensure that a child's interests are paramount;
- ensure that, if there is room for doubt as to whether a referral to SSD should be made, the Designated Safeguarding Lead will consult with the Local Authority Designated Officer (LADO) or other appropriate professionals on a no names basis without identifying the child. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made within 24 hours. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to SSD within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Social Services again. The Designated Safeguarding Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when;

32. Referral guidelines

Our policy is to refer all matters of concern to the Local Authority Designated Officer (LADO)/Social Services Department (SSD). Anyone can make a referral to these agencies. Or upon consideration for extreme risk, directly to the Police (for the safety of the child and possible recovery of vital evidence);

Low Level Monitoring

33. Low Level Child Protection Monitoring in School

Any indication of a potential child protection issue must be discussed with the Designated Safeguarding Lead. If the Designated Safeguarding Lead has concerns he or she will contact either the duty social worker or the duty education welfare/social worker/LADO to seek clarification on what action should be taken.

Section 4: Dealing with Allegations

Allegations against directors, staff (employees), interns, apprentices, accredited partners & volunteers

34. Allegations Against Staff Members

- **Hot House Music Schools** has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations;
- Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned;
- Where an allegation or complaint is made against the Designated Safeguarding Lead, the matter will be reported directly to the Police;
- Appendix 1 of this policy gives guidance to staff on how to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- If **Hot House Music Schools** ceases to use the services of a member of staff (intern, apprentice or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the **Hot House Music School** with a report being presented to all of the directors without delay;
- If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. If an allegation is not substantiated, is unfounded or malicious, it will not be referred to in any employment reference;

Allegations against students

35. Allegations against students

A student against whom an allegation of abuse has been made may be suspended from **Hot House Music School** and the company's policy on behaviour, discipline and sanctions will apply. **Hot House Music School** will take advice from the Local Authority Designated Officer (LADO) on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, **Hot House Music Schools** will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her. The LADO's role is the investigation and management of allegations against those working within Hot House Music School. The school's role is to receive the complaint and refer it on.

Harm from outside the Hot House Music School

36. Suspected harm from outside the **Hot House Music School**

A member of staff who suspects that a pupil is suffering harm from outside the **Hot House Music Schools** should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and he or she should refer the matter to the Designated Safeguarding Lead.

Section 5: Essential Information

Monitoring

37. Monitoring

- The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make quarterly reports to the Board of the Directors;
- The Directors will undertake an annual review of this policy and how the related duties under it have been discharged;
- The directors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay;

38. Former Students

The directors will ensure that the desire to exonerate **Hot House Music Schools** will not be allowed to take precedence over concerns for the current physical and emotional health of former students.

Essential Information

39. Essential Information

Designated Safeguarding Lead: Mr Jonathan Eno (Level 3)

Deputy Designated Safeguarding Lead: Mr Stuart McCrone (Level 3)

40. Agencies

NSPCC:

National Helpline 0808 800 5000

Childline: Tel: 0800 1111

Disclosure and Barring Service:

Address for referrals: PO Box 181, Darlington DL1 9FA Telephone for referrals: 01325 953 795

Authorised by:

Date: Signature:

Effective date of the policy:

Review date of policy:

Appendix 1

Guidance for Safer Working Practice for Adults who work with Children and Young People

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Guidance is provided for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, etcetera).

SAFE WORKING PRACTICES FOR ALL STAFF

All staff must be aware that their day-to-day working practices should adhere to the following fundamental principles:

- The welfare of the child is paramount;
- Responsibility of all staff to safeguard and promote the welfare of pupils;
- Staff are responsible for their own actions;
- Staff should work AND BE SEEN TO WORK in an open and transparent way;

The times when staff are most at risk of an allegation being made against them are:

1. Working alone with pupils
2. In physical contact with pupils

Working alone with pupils, wherever possible:

- Be visible and open in your practice and where possible work with children in open and visible settings - try to work with door open or with glass panel in door;
- Tell people where you are and what you are doing;
- Share jobs which put you in a vulnerable position;
- Let children do as much as they can for themselves;
- Record and report information immediately;
- If something goes wrong tell someone - the Designated Safeguarding Lead/ Head or Designated Safeguarding Lead in your part of the school;
- Do not create a reputation for yourself and consider your role and its boundaries;
- Always offer support rather than assume it is needed;
- Treat the pupils with dignity and respect;
- Look after the pupils in the same way in which you would expect to be looked after;
- Use the same rules you would in any situation - basic common sense;
- Can you look another adult in the eye and justify what you did?
- Consider the use of mobile phones, email, text messages, personal letters, cards, social network sites;
- Always have an accompanying pastoral member of staff in the Online Teaching Portal;

Communication with Individual Pupils

- Do not communicate by personal email or text;
- Do not send personal cards;
- Do not give personal mobile numbers to pupils;
- Do not meet with individual pupils outside school;

Physical Contact

- Avoid unnecessary physical contact (see below for examples of when touch may be necessary / appropriate);
- Restrict contact during sessions to what is appropriate and be as visible as possible to others;
- If a child is in a distressed state, physical contact can be given but discretion should be used (open contact) over the level and justification. Avoid this in a one to one isolated area.
- Avoid physical contact in isolated areas;
- Apparently sexualised behaviour should be discouraged. Discuss with Designated Safeguarding Lead;

It is not illegal to touch a pupil. There are occasions when appropriate physical contact, other than reasonable force, with a pupil is proper and necessary. It may be, for example, be proper or necessary to touch a child in the following circumstances:

- Hold the hand of a child at the front / back of the line when moving around **Hot House Music School** activity;
- Comfort a distressed child;
- When a pupil is praised or congratulated;
- To demonstrate how to use a musical instrument;
- To give First Aid;

Abuse of trust

All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 years (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 years where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

Summary of Child Protection Information for Visitors and Volunteers

Hot House Music Schools is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

We will support children by:

- Operating safe recruitment procedures;
- Promoting a caring, safe and positive environment within **Hot House Music Schools** sessions;
- Encouraging self-esteem and self-assertiveness;
- Effectively tackling bullying and harassment;

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At **Hot House Music Schools**, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse;
- Respond quickly, appropriately and effectively to cases of suspected abuse;

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible:

If anything worries you or concerns you, report it straight away, remember "Safeguarding trumps ALL"!

Notes:

- Visitors must report to the pastoral staff, show identification and be accompanied at all times;
- Parents and visitors are not allowed to wander freely during **Hot House Music Schools** sessions. They must be accompanied by a member of staff;
- No child must be handed over to anyone unknown to **Hot House Music School** during or at the end of a session unless prior warning information has been given to the school, preferably in writing, by the parents or carer;

Appendix 2

Staff Behaviour Guidance

This guidance is designed to give clear advice on the standards of behaviour all **Hot House Music Schools** staff are expected to observe. **Hot House Music Schools** staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the students within the **Hot House Music Schools** session. As a member of a **Hot House Music Schools** community, each employee has an individual responsibility to maintain their reputation and the reputation of **Hot House Music Schools**, whether inside or outside working hours.

This guidance applies to:

- all staff who are employed by the school, including each Director;

Setting an example

All staff who work in education set examples of behaviour and conduct which can be copied by pupils. Staff must therefore avoid using inappropriate or offensive language at all times.

All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

Safeguarding pupils

Staff have a duty to safeguard pupils from:

- physical abuse;
- sexual abuse;
- emotional abuse;
- neglect;
- radicalisation;

The duty to safeguard pupils includes the duty to report concerns about a pupil to the Designated Safeguarding Lead (DSL);

- Staff must not demean or undermine pupils, their parents or carers, or colleagues;
- Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare;

Pupil development

Staff must comply with **Hot House Music Schools** policies and procedures that support the well-being and development of pupils.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

Staff must follow reasonable instructions that support the development of pupils.

Honesty and integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of **Hot House Music Schools** property and facilities.

All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should speak to a director immediately.

Gifts from suppliers or associates of the school must be declared to the directors, with the exception of "one off" token gifts from pupils or parents. Personal gifts from individual members of staff to pupils are inappropriate and could be misinterpreted.

Conduct outside work

Staff must not engage in conduct outside work which could damage the reputation and standing of **Hot House Music Schools** or the employee's own reputation or the reputation of other members of the educational community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are very likely to be regarded as unacceptable.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. (Please refer to the Media Policy).

Staff must not engage in inappropriate use of social network sites which may bring themselves and/or **Hot House Music Schools** into disrepute.

Confidentiality

Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

Please refer to the Data Retention Policy for more information.