

# Musicale Child Protection and Safeguarding Policy

Policy Statement updated 12/09/2022 by Katie Fenner, Director, Musicale Ltd.

Musicale is committed to practices which protect children from harm. For the purpose of this policy, Musicale’s staff includes not only its full-time employees, but also visiting teachers who visit Musicale’s premises or schools in the surrounding district. All Staff and visiting teachers who have unsupervised access to or contact with children are required to:

* recognise and accept their responsibilities;
* develop awareness of the issues which can cause children harm; and
* report concerns following the procedure below.

 Musicale will endeavour to safeguard children by:

1. adopting child protection procedures and a code of practice for all who work on behalf of Musicale
2. reporting concerns to the authorities;
3. following careful procedures for recruitment and selection of staff, and visiting teachers and
4. providing effective management for staff and visiting teachers through support and training.

Musicale is also committed to reviewing its Child Protection Policy and Code of Practice at regular intervals.

It is Musicale’s policy that:

* 1. All staff and visiting teachers working on behalf of Musicale accept responsibility for the welfare of children who come into contact with Musicale in connection with its teaching, and that they will report any concerns about a child or somebody else’s behaviour, using the procedures laid down.
	2. There is a designated child protection person within Musicale who will take action following any expression of concern and the lines of responsibility in respect of child protection are clear.
	3. The designated child protection person knows how to make appropriate referrals to child protection agencies.
	4. All those who are involved with children on behalf of Musicale should adhere to the Code of Practice in relation to children.
	5. Information relating to any allegation or disclosure will be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on.
	6. The Children Act 1987 states that the “welfare of the child is paramount”. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children 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, see appendix A.
	7. Musicale’s policy on duty of care to children will be referred to or included in recruitment, training, moderation and policy materials where appropriate, and

the policies are openly and widely available to staff and actively promoted by Musicale.

* 1. A culture of mutual respect between children and those who represent Musicale in all its activities will be encouraged, with adults modelling good practice in this context.
	2. All staff and visiting teachers at Musicale with unsupervised access to children will be checked appropriately, this to include DBS and details of appropriate qualifications for carrying out instrumental teaching duties .
	3. It is part of Musicale’s acceptance of its responsibility of duty of care towards children that anybody who encounters child protection concerns in the context of their work on behalf of Musicale will be supported when they report their concerns in good faith.

# Code of Practice

Musicale expects that all staff and visiting teachers, will be aware of this Code of Practice and adhere to its principles in their approach to all children.

1. The teaching process should be as open as possible, and it is important that no more time should be spent alone with children than is necessary to conduct the lesson.
2. It is important not to have physical contact with children and this should be avoided.
3. It is not good practice to take children alone in a car on journeys, however short.
4. Do not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.
5. It is important not to deter children from making a ‘disclosure’ of abuse through fear of not being believed, and to listen to what they have to say. If this gives rise to a child protection concern it is important to follow Musicale’s procedure for reporting such concerns, and not to attempt to investigate the concern yourself.
6. Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
7. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism.

# Role and Responsibilites of the Designated Child Protection Person (DCPP)

Musicale has appointed a designated child protection person who is responsible for dealing with any concerns about the protection of children. This person is Katie Fenner, Company Director, contactable by telephone on 01582 713333 or by email at katie@musicale.co.uk.

The role of the designated person is to:

1. know which outside child protection agency to contact in the event of a child protection concern coming to the notice of Musicale;
2. provide information and advice on child protection within Musicale;
3. ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover;
4. liaise with local social services and other agencies, as appropriate;
5. keep relevant people within Musicale informed about any action taken and any further action required; for example, disciplinary action against a member of staff or visiting teacher;
6. ensure that a proper record is kept of any referral and action taken, and that this is kept safely and in confidence;
7. advise Musicale of child protection training needs; and
8. liaise with the National Society for the Prevention of Cruelty to Children (NSPCC) to review the operation of the Child Protection Policy regularly to ensure the procedures are working and that it complies with current best practice.

# Understanding when to Report Concerns

Full time staff and visiting teachers could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of Musicale’s staff or visiting teachers;
2. a child “disclosing” abuse;
3. bruising or evidence of physical hurt; which may or may not be accompanied by;
4. unusual behaviour by a child.

If a member of staff or visiting teacher has such concerns they should be reported to the DCPP using the form as set out as a part of the process flowchart.

Concerns about a specific child should be reported immediately by telephone to the DCPP and confirmed in writing within 24 hours using the form available from the DCPP. Delay could prejudice the welfare of a child. If the concerns relate to the conduct of a member of staff or visiting teacher these should be reported by phone to the DCPP at the earliest opportunity.

The DCPP will consider the report and 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), decide not to refer the concerns to the authorities but keep a full record of the concerns.

# Process Flowchart for Reporting Concerns

This flowchart demonstrates the process by which child protection concerns will be addressed by Musicale.



# Definitions of Abuse

## Physical 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

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

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 nonpenetrative 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

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.

# Recruitment and Selection Procedures

Appropriate recruitment and selection procedures for staff and visiting teachers in the context of child protection have been adopted by Musicale and include the following.

1. A clear definition of any role so that the most suitable appointee can be identified.
2. Identification of key selection criteria.
3. A wide circulation of vacancies whenever possible to ensure equal opportunities.
4. Confirmation of the identity of the applicant including personal details obtained either through using an application form where appropriate, or through other means.
5. Requirement of a declaration of previous convictions and submission to formal check, together with the issue of the Child Protection Policy for those candidates whose work will bring them into contact with children or who will have a management responsibility in relation to those whose work does bring them into such contact.
6. A clear guarantee that disclosed information will be treated in confidence and not used against applicants unfairly, including adherence to the Criminal Records Bureau code of practice.
7. Documentary evidence of qualifications.
8. Use of several selection techniques to maximise the chance of safe recruitment, eg interview, references, DBS checks.
9. At least one representative from Musicale meeting personally with every applicant, and an exploration of their attitudes towards working with children.
10. Written references.

# Peer on Peer abuse/Allegations of abuse made against other children

Musicale recognises that children may abuse their peers physically, sexually and emotionally; abuse is abuse and this will not be tolerated or passed off as ‘banter’,

‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’. The setting will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue.

We also recognise that children who abuse others and any other child affected by peer on peer abuse are also likely to have considerable welfare and safeguarding issues themselves.

**What is peer on peer abuse?**

* Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. This is most likely to include but is not limited to:
	+ Bullying (including cyberbullying);
	+ Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
	+ Sexual violence and sexual harassment;
	+ Sexting, also known as youth produced sexual imagery; and o Initiating/hazing type violence and rituals.
* It can affect any child/young person, sometimes vulnerable children are targeted. For example: o Those living with domestic abuse or intra-familial abuse in their histories
	+ Young people in care
	+ Those who have experienced bereavement through the loss of a parent, sibling or friend
	+ Black and minority ethnic children are under identified as victims but are over identified as perpetrators
	+ There is recognition of the gendered nature of peer on peer abuse; it is more likely that girls will be victims and boys perpetrators. However both girls and boys can experience peer on peer abuse but r they are

likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.

* It is influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
* Peer on peer abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
* While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

*Above information is based on information in* [*Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership (2015)*](http://www.msunderstood.org.uk/18/resources/)

# Action on concerns

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made. In all cases the member of staff should take the concerns seriously and reassure the child that they will be supported and kept safe. Staff must discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns and follow the process outlined in Appendix A.

# Prevent

In order for Musicale to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Musicale staff can also build pupils’ resilience to radicalisation by promoting fundamental British values.

Peripatetic staff are in an important position to identify risks within a given local context. It is important to understand these risks so that they can respond in an appropriate and proportionate way. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, [Working together to safeguard children](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf) and [Keeping children safe in education.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

**Appendix A**

# Responding Appropriately to a Child Making an Allegation of Abuse

1. Stay calm.
2. Listen carefully to what is said.
3. 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.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at her/his own pace.
6. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
7. Reassure the child that they have done the right thing in telling you.
8. Tell them what you will do next, and with whom the information will be shared.
9. Record in writing what was said, using the child’s own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
10. 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. That is a task for the professional child protection agencies, following a referral from the designated child protection person in Musicale.