



SAFEGUARDING POLICY FOR ALL INSPIRING MUSIC STAFF

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Introduction

At Inspiring Music we recognise our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.

Our duty under the Children Act 2004 is to work together with other organisations and partners in order to achieve this, and our Common Law duty to protect and keep children safe whilst in our care.

We fully acknowledge our responsibilities for child safeguarding and recognise that through our day to day contact with children, Inspiring Music staff are well placed to identify signs of risk and harm which might arise either inside or outside of time spent in school.

The service will operate in accordance with the [Keeping Children Safe in Education \(KCSIE\)](#) – Information for all school and college staff – September 2022 and will ensure that all staff engaged by the service (both employed by CBC or engaged as Self-Employed Visiting Music Tutors) will be provided with and be required to read, at least part 1 of the Document which can be found on the [government website](#).

A copy of Part 1 of the Statutory Guidance will be provided to all Inspiring Music Service employees and Self-Employed Visiting Music Tutors who will be required to sign a declaration to confirm that they have received and read the document. The signed declaration will be retained on their personnel file.

Upon commencement of new employees or Self-Employed Visiting Music Tutors a copy of part 1 of the Document will be included as part of their induction process and they will be required to sign a declaration to confirm they have read the document. The signed declaration will be retained on their personnel file.

Staff will be informed when any changes to the document are made. A copy of the Documents will be available in the Inspiring Music offices.

Safer recruitment of staff

In recruiting teachers, Inspiring Music follows all local authority policies and guidance relating to safeguarding matters, mainly the code of practice for Recruitment and Selection which is part of the Schools Personnel Handbook. Please refer to the Inspiring Music Safer recruitment and Operational Practices Policy” for more details

DBS Clearances

All staff engaged by Inspiring Music, including Self-Employed Visiting Music Tutors, who meet the definition of undertaking a Regulated Activity in accordance with the DBS Regulations will undergo an enhanced DBS clearance before they begin working in schools and community settings unless a DBS dispensation risk assessment has been completed and authorised by the Assistant Director, Education.

If a prospective employee is signed up to the DBS Update Service they must provide DBS certificate together with photographic ID and a signed authorisation to check their status online in order for CBC to undertake a check through the DBS Update Service. If the required information is not provided a new DBS will be undertaken by the Council before satisfactory clearances are confirmed.

Overseas Police Check will be requested if a candidate has lived or worked abroad within the last 10 years.

Disqualification Under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009

From the 1st September 2018 the Regulations have been revoked for all settings except where Childcare will take place in the home, therefore there is no longer a requirement for Inspiring Music employees or contractors.

Types of Abuse & Neglect

The Keeping Children Safe in Education (Part 1) – September 2023 statutory guidance outline types of abuse and neglect

Follow the link to read the document available on the [government website](#)

The Document also provides information in relation to specific safeguarding issues including child sexual exploitation, female genital mutilation and preventing radicalisation.

1- What is meant by abuse?

The Keeping Children Safe in Education Document defines child abuse as neglect, physical injury, sexual abuse and emotional abuse. There are a number of signs and symptoms which may be helpful indicators in certain combinations of the possibility of abuse, though they are not in themselves evidence of abuse. There may be other explanations for a child showing certain signs or behaving in certain ways, though they may suggest abuse if a child exhibits several symptoms, or if a pattern emerges. However, sexual abuse can be very difficult to spot, and the response of a member of staff to what may appear to be unusual behaviour requires very careful thought.

Possible Signs of Neglect:

- poor personal hygiene
- inadequate clothing
- constant hunger
- untreated medical problems
- low self esteem
- poor social relationships.

Possible Signs of Physical Abuse:

- unexplained injuries or burns, particularly if they are recurrent
- refusal to discuss injuries
- improbable explanations of injuries
- fear of returning home or of parents/carers being contacted
- untreated injuries not attended to
- shrinking from physical contact.

Possible Signs of Emotional Abuse:

- continual self-deprecation
- self-harm or mutilation
- behaviour which may indicate abuse of drink/drugs/solvents
- “neurotic” behaviour, e.g. obsessive rocking, thumb sucking, etc
- attention-seeking behaviour
- depression, withdrawal.

Possible Signs of Sexual Abuse:

- bruises, scratches, burns or bite marks on the body
- sexual awareness inappropriate to the child’s age
- frequent public masturbation
- attempts to teach other children about sexual activity
- aggressiveness, anger, anxiety, tearfulness
- withdrawal from friends.

2- What to do if a child discloses information of a child safeguarding nature

In the light of the legislation (Criminal Justice Act 1991) and the guidance provided by Achieving Best Evidence, it has become important that when a child gives information to a professional which may lead to a Child Safeguarding Investigation the following principles are adhered to:

- Do not judge or dismiss.
- Ensure that the school is made aware.
- Listen to the child rather than directly question him or her.
- Never stop a child who is freely recalling significant events.
- Make it clear that you may not be able to maintain confidentiality.
- Make a record of what the child has said and where possible using their words (this needs to be signed and dated)
- If you have a Child Safeguarding concern. do not hesitate to discuss it with the school concerned and your line manager. Do not delay.

3- Online Safeguarding

Parents agreement:

By having lessons with us all parents confirm their agreement to our Terms and Conditions (T&Cs) which include their appropriate online responsibilities.

- Agreeing to consent to a device being used for teaching
- Agreeing to talk to their child about staying safe online, including:
 - Not sharing passwords for online accounts
 - Not sharing personal information online
 - Being responsible for their behaviour and language used online
 - Not sending offensive or illegal materials
 - Wearing appropriate clothing (i.e. not pyjamas)
- Agreeing to be in the room for part/all of the session. If the child is under the age of 14, the expectation is that there is an adult at home or an older sibling (16 or over), who is present at the beginning of the lesson.
- The space used for the lesson must have no personal or sensitive data visible in the background and where possible, be against a plain wall. To follow best safeguarding practice, it is essential that bedrooms are not used for lessons. Inspiring Music recommend that the space used for lessons is in a quiet, but communal area like a dining room, front room, or office.
- Agreeing that they understand how to report if there are any safeguarding concerns regarding the session.

This will be added to the enrolment process and also it will be sent out to all current students. The date of acceptance of this agreement will be stored in the Inspiring Music database.

Staff:

- Staff must only teach via the designated online platform and not use other streaming platforms
- Contact details for parents are available to staff through Live teacher. Contact can be made through the designated online platform through the Inbox message function but there are no visible contact details on the system for staff.
- All staff should maintain professional boundaries and avoid the disclosure of personal information or details.
- Local recording of lessons on your device is not permitted neither should any pictures of films be stored in any way.
- Staff should read the online teaching guidance on the correct use of the system
- All staff must report any safeguarding concerns ASAP to Charlotte Payne on 0300 300 5098 and should be followed up with an email with specific details of the issue for immediate follow up.
- Please see the point 1 in this document for the definitions of safeguarding risk.
- If the child is under the age of 14, the expectation is that there is an adult at home or an older sibling (16 or over), who is present at the beginning of the lesson. Inspiring Music will make you aware of the pupils who are under the age of 14.
- The space used for the lesson must have no personal or sensitive data visible in the background and where possible, be against a plain wall. To follow best safeguarding practice, it is essential that bedrooms are not used for lessons.

Online Safeguarding Concern Escalation:

This process will follow the normal process as outlined in the next point.

4- Action to be taken by Inspiring Music staff working in schools if they have a child safeguarding concern

- Before leaving the school, speak to the Designated Member of Staff (DMS) in the school about your concerns.
- If necessary, contact the next school on your timetable explaining that you have a child safeguarding concern which must be reported before you are able to leave the school that you are in.
- If the DMS is not available, speak to the Head Teacher or teacher in charge about your concerns and leave a message for the DMS explaining what you have done.
- The school's DMS or Head Teacher may wish you to make the referral to the Local Authority Designated Officer (LADO), or may wish to make the referral themselves. In either case you should document the action taken.

- If the school says that it will take the necessary action, they may ask you to be available to speak directly to the Local Authority Designated Officer (LADO) so that the information offered by the child is as unadulterated as possible.
- If the school says that it will take the necessary action, remind them that you will inform the Music Director, who will take the following action as soon as possible:
 1. Contact the school to confirm and document the action taken
 2. If it is not possible to contact the school, or if no action has been taken, contact the LADO to record the concern.
- A copy of any reports created by the Music Director (Designated Safeguarding Lead for Inspiring Music) will be made available to the school.
- If the school wishes you to take the action, you should take the following steps:
 1. Speak to the Music Director or Area Manager as soon as possible and decide what action should be taken and by whom.
 2. If none of the above are available, contact the LADO or the Social Care, Access & Referral Hub directly.
- The Local Authority Designated Officer's telephone number is:

0300 300 5026 or 0300 300 8142 (Office Hours)
- **The Access & Referral Hub Team's telephone number is:**

Office Hours	0300 300 8585
Mon-Thurs: 8:45 – 17:20	
Friday: 8:45 – 16:20	
Out of Hours	0300 300 8123
- Say "*I wish to discuss a child who may be at risk*". This will ensure that your call is dealt with by staff who are familiar with Child Abuse
- Do not hesitate to contact the LADO or the Access & Referral Hub if you are unsure. It is the responsibility of the LADO and Access & Referral Hub to decide whether to investigate further based on the information given

5- Action to be taken by Music Service staff working at Music Centres if they have a child safeguarding concern

- Make a record of the reasons for your concern.
- Speak to the Music Director or Area Manager as soon as possible in order to determine what action should be taken and by whom.
- Contact the Local Authority Designated Officer (LADO) or the Access & Referral Hub in their absence as outlined in paragraph 3.
- In all cases a referral to the LADO must be confirmed in writing through the completion of the LADO referral form, which will be provided following the initial referral.
- If a member of Music Service staff has taken action independently, the Music Director or Area Manager should be informed as soon as possible.
- The Music Director will contact the Assistant Director, Education.
- Any action taken and concerns expressed should be recorded. The record will be held on file. This file may remain confidential.

6- Working together during and following a child safeguarding investigation

Working with the child and/or parent(s)/carer(s) during and following a Child safeguarding investigation may require support from the Music Director who may, in turn, take advice from the Local Authority Designated Officer (LADO) or other officers of the Social Care Department and/or staff in the Access and Inclusion Service to advise how best to work together.

7- Procedure when an allegation of abuse is made against an Inspiring Music employee or self-employed music tutor

When a child makes an allegation of abuse against a member of Inspiring Music staff or Self-Employed Visiting Music Tutor, the person receiving the allegation must take it seriously and deal with it according to the procedures stated in this section. Failure to do so may result in disciplinary action.

Staff:

- (i) cannot promise total confidentiality to pupils since they must immediately inform the Music Director or Area Manager.
- (ii) must make a written note of the allegation/concerns including a note of anyone else who witnessed the incident. Witnesses should also make a record, these will be signed and dated.
- (iii) will only establish what the child is saying and will not interview the child about their allegation.
- (iv) any member of staff having reason to suspect that a pupil may have been abused or put at risk of harm by another member of staff either at school or elsewhere, must immediately inform the Music Director or Area Manager.

- (v) any member of staff having reason to suspect that a pupil may have been abused or put at risk of harm by the Music Director, either at school or elsewhere, must immediately inform the Assistant Director, Education.

In many cases these allegations may be found to be unfounded. This policy details the procedure which will be followed if any allegations are made against a member of staff. It is strongly advised that any member of staff who is the subject of an allegation of abuse contact their professional association immediately.

The Local Authority Designated Officer (LADO) will be informed, and take on the role of overseeing the management and any investigation to ensure as far as possible allegations are dealt with fairly and in a timely manner

Physical Contact

- It is unnecessary and unrealistic to suggest that teachers, especially instrumental teachers, should touch pupils only in emergencies. Particularly with younger pupils, touching them is inevitable and can give welcome reassurance to the child.
- However, staff must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is important for staff to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important never to touch pupils, however casually, in ways or on parts of the body that might be considered indecent.
- When touching a child, especially when dealing with aspects of instrumental technique or posture, always be clear why you are doing so **and always seek permission**, making the child aware of your intentions/actions.
- In extreme cases which, while very rare do occur, staff might have to physically restrain a pupil to prevent him or her causing injury to him or herself, to others or to property. In such instances no more than the minimum necessary force should be used and staff should seek to avoid causing injury to the pupil. For more information staff should read the DfE guidance on [Use of Reasonable Force](#) and [Working Together to Safeguard Children 2018](#).

Definition of Physical intervention

Physical intervention is the positive use of force to avert danger by preventing or deflecting a pupil's action, or by removing the physical object which could be used to harm themselves or others. In all circumstances, physical intervention can only deal with the immediate problem and careful assessment will be needed to prevent repeated use. The aim is to support the pupil in learning to manage his/her own behaviour through systematic support and guidance.

- The use of physical intervention should never be seen as 'an easy option'
- Physical intervention must never be used as a punishment. Section 548 of the *Education Act 1996* (part X Chapter II) states there is no right to give corporal punishment.

- Section 550A of the *Education Act 1996* - The Use of Force to Control or Restrain Pupils - see DfEE Circular 10/98 - makes it clear that the use of force will be lawful only if the circumstances of the particular incident warrant it.
- The use of force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without using it. Any force used must always be the minimum needed to support the pupil in regaining control.
- Within the law, seclusion, confinement in a room, preventing a person from leaving a room or a building, restraining a child in a chair could be interpreted as **False Imprisonment**.
- Shaking a fist, throwing an object or the threatened use of restraint could be seen as **Assault**.
- Touching, holding a pupil against their will, pushing or pulling could be seen as **Battery**.

Preventing the need to use physical intervention

The following actions should be taken to **reduce the risk of escalation** and should form part of the training programme for staff:

- Calming oneself.
- The appropriate use of language, positive tone of voice and non-threatening body stance.
- Attempting to calm the situation by ‘talking down’ the problems and using calming techniques as appropriate to the individual.
- Listening and counselling.
- Negotiating with all parties.
- Asking onlookers to leave the scene.
- Respecting the dignity of all concerned.
- Taking the problem seriously.

Non-physical crises intervention techniques:

Do	Don't
Do appear to be calm and relaxed	Don't appear afraid and unsure of yourself Don't appear bossy, arrogant, nor assume an "I don't give a damn about you" attitude
Do keep the pitch and volume of your voice down	Don't raise your voice
Feel comfortable with the fact that you are in control (if you control yourself you will control the situation) Project a calm assured feeling that you will see the situation through to a peaceful end, whatever happens	Don't appear to expect an attack, this will provoke one
Do talk with the pupil, not at him or her	Don't give commands Don't make demands

Be very matter of fact if the pupil becomes agitated Be sensitive and flexible Be flexible yet consistent	Don't make threats - especially any you can't carry out Don't maintain continuous eye contact Don't gesticulate - this can provoke confrontation
Stay close to the pupil and attend only to him or her Be patient and don't give up	Don't turn your back or leave

Monitor breathing (chest movements any aggressive responses) If a pupil's agitation increases to the verge of attack: <ul style="list-style-type: none"> • Acknowledge his or her feelings • Continue with a matter of fact attitude • Always leave the pupil an avenue of escape 	If a pupil's agitation increases to the verge of attack: <ul style="list-style-type: none"> • Don't display emotion of any kind • Don't argue • Don't corner the pupil physically or psychologically
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Do remain seated as long as the pupil does	Don't get up and move towards the pupil - avoid crowding
Stay near to him/her, about one arm's length away Stand to one side	Don't give up and don't move away
Learn how to relax your muscles and keep them under control	Don't tense your muscles

Physical intervention must only be used as a last resort

- Any act of physical intervention should be reported immediately to the Head Teacher of the school concerned, the Music Director and recorded.

The working environment

- Within the context of the fact that staff may have little control over where they work within a school, Service guidance to schools recommends that, if possible, a location should be sought that is not in isolation and a room that has windows and a door with a window if possible. If at all possible, the door should be left ajar. If staff find themselves working in a room other than their normal teaching venue, they should ensure that a member of the school staff or a colleague is aware of their new location.

Keeping a professional distance

- Due to the very nature of our work with children, especially over a long period of time, staff often foster a strong rapport with the children that they teach. However, staff should avoid bringing personal issues into conversations with pupils such as where they live, their home life and relationships, etc, which could be misconstrued by pupils and may create difficult situations between staff and pupils.
- Staff should **never** give pupils their home address, private telephone, mobile telephone numbers or private email address. Pupils and parents/carers should only ever contact staff through the Music Service office, email address or website information. Tutors will only correspond through their CBC email address.
- Over recent years, there has been a significant growth in the use of social networking sites on the internet. For their own protection and well-being, it is recommended that staff do not have social networking pages on the internet. If staff do have such a presence on the internet, then it is advisable to make full use of profile restrictions and other such devices to ensure that students cannot learn of their personal life.
- Under no circumstances should staff accept students as friends on social networking or other such sites on the internet, nor should they make contact with children or young people through such on-line facilities. All communication with pupils and their families should be undertaken through formal channels detailed above.
- Lessons of whatever type should only take place at a school or Music Centre and should never take place in the teacher's home, student's home, other private address or any other private dwelling or accommodation.
- All correspondence with schools, pupils and parents/carers should be presented on Inspiring Music stationery and should come from, and where relevant, be returned to the office.
- All correspondence, other than standard letters, should be seen by a member of the Inspiring Music management team prior to posting.
- All staff engaged by Inspiring Music (including Self-Employed Visiting Music Tutors) are provided a CBC e-mail address and all e-mail correspondence relating to the work of Inspiring Music should be sent using the CBC e-mail address. No e-mail correspondence relating to the work of Inspiring Music is to be sent from personal e-mail addresses.

Travelling by car

- There is no legislation that dictates that staff should or should not transport pupils in their own vehicles. Staff should have their vehicle insured for business use, and their insurer should be aware that they are a teacher and that they use their vehicle as an integral part of their work.
- If staff are uncomfortable about transporting pupils in their vehicle, then they should not do so.
- If staff are happy to transport pupils in their vehicles, then prior consent should be sought from the child's parent/carers, ideally in writing. In certain

circumstances this may not be possible. In which case, staff should inform a member of the senior management team of their actions either before, or as soon after the event as possible.

- When transporting pupils in their vehicles, staff should consider seating the pupil in a rear seat rather than next to them.

Not collected on time

- We are all aware that occasionally pupils are not collected on time from their lesson or Music Service organised events. In such instance staff should make every effort to contact the child's parent/carer and clarify the situation.
- Under normal circumstances staff should not leave a pupil unattended waiting for an adult to collect them.
- In extreme situations, when the child has not been collected despite ongoing efforts by school-based staff, the staff in charge should inform the CBC Children's Social Care Access & Referral Hub.
- The Children's Social Care Department will then agree what action will be taken and the responsibility will then be transferred to the Children's Social Care Department. It is, however, still expected that staff will continue to try to contact the parents/carers or alternative carers
- If late collection of a particular pupil becomes a regular occurrence, then the designated member of staff (DSL) or a member of the management team should be made aware of the situation and appropriate action taken.
- The Children's Social Care Access & Referral Hub telephone numbers are:

Office Hours: 0300 300 8585

Mon-Thurs: 8:45 – 17:20

Friday: 8:45 – 16:20

Out of Hours: 0300 300 8123

E-mail: cs.accessandreferral@centralbedfordshire.gov.uk

Event supervision ratios

When organising an event, staff should always consider the ratio of staff to pupils who will be under their supervision during the event. This will vary depending upon the type and location of event.

As a guide:

- a) **Pupils under eight years old**: a maximum ratio of 1:8+1 for Music Service organised events
- b) **Pupils over eight years old** - a maximum ratio of 1:15+1 for Music Service events and residential courses/trips within the UK and 1:10+1 for other countries should be followed
- c) **Pupils over 12 years old** - a maximum ration of 1:30+1 for Music Service events/activities and non-residential courses/trips within the UK and 1:10+1 for residential visits/courses in the UK and other countries should be followed as a minimum.

In all cases, the type and nature of the event should always be considered. Differing events will require differing levels of staff-student ratio. If deviating from the guidance detailed in sections a) to c) above, staff should consult with the Music Director to gain agreement.

Mixing/interaction of Adult and Peer learners

Staff and tutors will supervise during all lessons and activities and will have a presence during class changeover

Students will be supervised during all breaks by DBS checked tutors in a designated area to monitor interactions including peer to prevent any possible negative behaviour

Designated toilets for staff, adult volunteers, visitors and adult learners only will be clearly signed and completely separate from the designated toilets for all students and volunteers under the age of 18

A Separate designated waiting room for any parents will be signposted for any family members waiting for their child/ren to finish their music centre activity.

Identification of people at Music Centres

Everyone attending and visiting one of our Music centres will be easily identifiable by their coded lanyards that must be worn at all times:

Staff/Tutors DBS cleared – **Green**
Volunteers DBS cleared – **Green**
Volunteers no DBS – **Red**
Visitors – Unknown DBS status – **Red**
Adult students 18+ – **Red**
Students between 12 and 17 – **Yellow**
Students aged 11 or less - **Purple**

Cause for concern - what action to take?

If you have any cause for concern about any child that you are in contact with, it is your professional duty to act upon your concerns. If you are in any doubt, please talk to a member of the management team. If it is then felt necessary, appropriate action should be taken in line with the Service's Safeguarding Policy and the Keeping Children Safe in Education – Information for all school and college staff document

Reviewing the policy document

This Safeguarding Policy for Inspiring Music has been in place from September 2015 and has been reviewed annually since then.

The Policy was last reviewed in July 2023 and will be reviewed in July 2024 or upon changes to statutory regulations or guidance.