

**Safeguarding & Child Protection Policy**

**Reviewed: September 2018**

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**Policy Management**

The Headteacher and Designated Safeguarding Lead (DSL) who has the ultimate responsibility for safeguarding within Music Stuff is Matthew McCann.

In his absence, the authorised member of staff is Andrew Portersmith (Music Stuff Proprietor and Deputy DSL).

MS PRU has the ultimate responsibility for all pupils on roll with their school; as per the framework partnership agreement (2016), Music Stuff’s safeguarding and child protection procedures, support MS PRU in upholding their statutory duties in regards safeguarding and child protection. The expectation is that all staff will follow the principles and procedures set within this policy, which complements the collaboration and implementation of MS PRU’s safeguarding and child protection policy.

For 2018-2019 MS PRU exclusively refers (all) pupils to Music Stuff; therefore, all pupils are on roll with MS PRU; officially no pupils are on roll with Music Stuff.

The Headteacher who has the ultimate responsibility for safeguarding across MS PRU providers is Helen McAndrew.

In her absence, the authorised member of staff is Tricia Egan (MS PRU Pastoral Manager and DSL).

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| --- | --- | --- |
| **Key School Staff and Roles** | | |
| **Name** | **Role** | **Contact Number** |
| Matthew McCann | Music Stuff: Headteacher/  Designated Safeguarding Lead | 07969 399 876  m.mccann@musicstuffeducation.org |
| Andrew Portersmith | Music Stuff: Proprietor/  Deputy DSL | 07896 601 162  musicstuff@musicstuffeducation.org |
| Daniel McCann | Music Stuff: Deputy Headteacher/ Deputy DSL | 07896 599 663  d.mccann@musicstuffeducation.org |
| Helen McAndrew | MS PRU: Headteacher | 0161 696 7955 |
| Trisha Egan | MS PRU: Pastoral Manager | 0161 696 7965  07980 927 094 |
| Lianne Cole | MS PRU: Music Stuff Pastoral Support Worker (MS PRU link) | 0161 674 9673  07940 720 526 |
| Geraldine Deeney | MS PRU: LAC Designated Person | 0161 696 7951/  07957 481 906 |
| **Named Governor for Safeguarding and Prevent** | | |
| Jeff Mills | Music Stuff:  Chair of Governors | 0161223 8700  jeff.mills@musicstuff.org.uk |

|  |  |
| --- | --- |
| **Key External Staff/Agencies** | |
| **Service/Role** | **Details** |
| Local Authority Designated Officers | Majella O’Hagan  Jackie Shaw  TEL: 0161 234 1214  EMAIL: quality.assurance@manchester.gcsx.gov.uk |
| Local Authority Children’s Social Services | TEL: 0161 234 5001  EMAIL: [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)  [socialcare@manchester.gcsx.gov.uk](mailto:socialcare@manchester.gcsx.gov.uk) for sensitive information  Out of hours emergency duty team –  TEL: 0161 255 8266 |
| Multi-Agency Safeguarding Hub | TEL: 9161 205 5061  EMAIL: mcsreply@manchester.gov.uk  Consultation Line: 0161 219 2895 |
| Support and Advice about Extremism | **Police**  Channel Team GMP CTU  TEL: 0161 856 6362  EMERGENCY TEL: 999  NON-EMERGENCY TEL: 111  EMAIL: [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk)  **Local Authority**  Prevent Team  TEL: 0161 234 1489  EMAIL: s.butt@manchester.gov.uk  Prevent Lead: Samiya Butt  **Department for Education**  NON-EMERGENCY TEL: 020 7340 7264  EMAIL: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) |
| NSPCC Whistleblowing advice line | ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH  TEL: 0800 028 0285  EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) |
| Disclosure and Barring Service | ADDRESS: PO Box, 191, Darlington, DL1 9FA  TEL: 01325 953 795  EMAIL: [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk) |
| National College for Teaching and Leadership | TEL: 0207 593 5393  EMAIL: misconduct.teacher@education.gov.uk |
| OFSTED Safeguarding Children | TEL: 0300 123 4666 (MON-FRI 8am – 6pm)  EMAIL: whistleblowing@ofsted.gov.uk |

**Important Additional Contact Information**

**Local Authority Children’s Social Care:**

Manchester: 0161 234 5001

Bolton: 0161 337 4000

Bury: 0161 253 5454

Oldham: 0161 770 3790

Rochdale: 0845 226 5570

Salford: 0161 603 4500

Stockport: 0161 217 6028

Tameside: 0161 342 4150

Trafford: 0161 912 5125

Wigan: 01942 828 300

**Manchester Safeguarding Children Board:** 0161 234 3330 (mscb@manchester.gov.uk)

**www.manchesterscb.org.uk**

**Manchester Contact Centre:** 0161 234 5001

(socialcare@manchester.gesx,gov.uk)

**Police:** 101 (non-emergency), 999 (emergency)

**Prevent and Counter-Extremism**

Helplines for non-emergency advice on religious and political extremism:

**DfE:** 020 7340 7264

**Police:** 101, counter-extremism@education.gsi.gov.uk

**Additional Numbers**

Manchester Family Information Service: 0800 083 7921

Childline: 0800 1111

NSPCC 24/7 Helpline: 0808 800 5000

Baranardo’s: 0800 942 8787

NSPCC FGM Helpline: 0800 028 3550

NSPCC Whistleblowing Helpline: 0800 028 0285

National Bullying Helpline: 0845 22 55 78

**1. Policy Statement**

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children, and to identify and address any safeguarding concerns, and to ensure consistent good practice.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE 2018)**

Our approach is child-centred.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our ethos and the ethos of Manchester Secondary PRU and it is an integral part of all of our activities and functions.

Through this policy we intend to create and maintain a safe learning environment where all children and adults feel safe, secure, valued, and know they will be listened to and taken seriously.

Music Stuff aims to achieve this through ensuring:

* Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
* All staff are aware of their statutory responsibilities with respect to safeguarding
* All staff are properly trained in recognising and reporting safeguarding issues

**2. Legislation**

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based upon the following legislation.

* Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
* The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
* Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
* Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy takes account of a range of statutory/non-statutory guidance, legislation, protocols, procedures etc... issued by the DfE and other relevant organisations (Appendix A). Additionally, this policy considers our wider (internal) Music Stuff policies and MS PRU policies (Appendix 1); thus, ensuring that we comply with local policies, procedures and arrangements, whist promoting a consistent approach to identifying any concerns about child welfare and taking action to address them.

A copy of the MS PRU Safeguarding and Child Protection Policy can be found on Appendix 2.

**3. Definitions**

Keeping Children Safe in Education (KCSIE) 2018 defines safeguarding and promoting the welfare of children as:

* Protecting children from maltreatment.
* Preventing impairment of children’s health or development.
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix C defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

**Local Authority (LA)** over Music Stuff (and Manchester) is Manchester City Council; the Manchester Safeguarding Children Board (MSCB) and Manchester Safeguarding Adults Board (MSAB) are statutory bodies made up of organisations that work together to safeguard and promote the welfare of adults, children, young people and their families. Together these make up the Manchester Safeguarding Boards and our role is to coordinate and ensure effective safeguarding across the city of Manchester.

**Designated Safeguarding Lead (DSL) duties are explained in section 5.2;** every school must have a DSL who will take lead responsibility for safeguarding and child protection, provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children’s social care.

**Manchester Secondary Pupil Referral Unit (MS PRU)** is the sole referring school for Music Stuff; all pupils are on roll with MS PRU**.** When a pupil is having difficulties in a mainstream school and might be (or has been) permanently excluded they may be referred to the Pupil Referral Unit; MS PRU commission alternative providers such as Music Stuff.

**Special Educational Needs (SEN)** Is a legal term. It describes the **needs** of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

* The local authority (LA)
* A clinical commissioning group for an area within the LA
* The chief officer of police for a police area in the LA area

**4. Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

* Have special educational needs (SEN) or disabilities (see section 9)
* Are young carers
* May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
* Have English as an additional language
* Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
* Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
* Are asylum seekers
* Are at risk due to either their own or a family member’s mental health needs
* Are looked after or previously looked after

**5. Roles and Responsibilities**

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

**5.1 All staff**

All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

**All staff** in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL

All staff are expected to:

* Provide a safe environment where children can learn.
* Be aware of our (Music Stuff) systems which support safeguarding, including this child protection and safeguarding policy, the employee handbook (and code of conduct), the role and identityof the designated safeguarding lead (DSL) and deputies, the behaviour for learning policy, and the safeguarding response to children who go missing from education.
* Provide targeted support for individuals and groups of children as required, if appropriate to their role.
* Attend multi-agency meetings as required, if appropriate to their role.
* Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
* Be approachable to children and respond appropriately to any disclosures
* Understand what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
* Be able to identify the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
* Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
* Understand the process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
* Attend and engage in training sessions/briefings as required to ensure the implementation of this policy and wider safeguarding and child-protection duties; e.g. identifying the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), peer on peer abuse, FGM and radicalisation. (Appendix) will support this; additionally, training will help share key LA approaches including Early Help (full training details are outlined in section 13 of this policy).

Section 13 and appendix F of this policy outline in more detail how staff are supported to uphold their duties and understand different types of abuse.

**5.2 The designated safeguarding lead (DSL)**

The DSL is a member of the senior leadership team. Our DSL is Matthew McCann – Music Stuff Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Outside of term time the DSL is readily available via the mobile number provided above; or via email during unsociable hours.

When the DSL is absent, the deputies Andrew Portersmith (Proprietor) or Daniel McCann (Deputy Headteacher) – will act as cover.

Although it is very unlikely; if the DSL and deputies are not available, MS PRU representatives (please see above) will act as cover (for example, out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

* Act as the first point of contact with regards to all safeguarding matters.
* Attend specialist DSL training every two years.
* Provide advice and support to other staff on child welfare and child protection matters.
* Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
* Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary.
* Provide support and training for staff and volunteers (section 13).
* Contribute to the assessment of children
* Manage the Music Stuff Safeguarding register, which monitors the (child-protection) status of pupils, medical register, and external safeguarding (concern) referrals.
* Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
* Monitor and support the partnership of partner schools (exclusively MS PRU for 2018-2019), to ensure all parties are fulfilling their safeguarding and child protection obligations.
* Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary

The DSL will keep MS PRU and the Music Stuff Governing Board informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL will represent Music Stuff within the Manchester DSL network; specifically, the termly meetings chaired by Manchester Grammar School. The DSL will also work with the (Manchester) Safeguarding Lead for Education – Jenny Patterson to QA and uphold the highest standards (in regards safeguarding and child protection) in line with the LA (and out 3 local safeguarding partners).

The full responsibilities of the DSL and deputies are set out in their job description.

**5.3 The Governing Board**

Music Stuff’s Governing Board will ensure that:

* This policy complies with the law; holding the headteacher to account for its implementation.
* A senior representative (Proprietor) monitors the effectiveness of this policy in conjunction with the full governing board oversight. This will always be a different person from the DSL.
* All governors will read Keeping Children Safe in Education.
* We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, governors and volunteers
* We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures (Appendix E).
* The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher, where appropriate (Appendix E).
* All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes.
* There is appropriate challenge and QA of the safeguarding policies and procedures.

Section 13 has information on how governors are supported to fulfil their role.

**5.4 The Headteacher**

The Headteacher is responsible for the implementation of this policy, including and ensuring:

* The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
  + Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
* All staff and volunteers understand and comply with our Code of Conduct (as decreed within the employee handbook).
* We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG Safeguarding Self Evaluation (SEF) proforma to the LA and MS PRU as requested
* A senior member of staff, known as the DSL is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
* Child friendly information of how to raise a concern/make a disclosure has been developed through posters across the school, links on the website and promotion of key staff (via photographs/displays) within Music Stuff learning centres.
* Communicating this policy to parents when their child joins the school and via the school website.
* Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix E)
* Any staff commissioned who are carrying out regulated activities from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
* We ensure a risk assessment takes place to establish that the appropriate checks take place on all volunteers.
* We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. This is achieved through vetting procedures should as references, research and pre-engagement meetings.

**6. Confidentiality**

We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child’s best interests, in order to safeguard them.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions; Figure 2 – Appendix G illustrates our process for sharing information.

The following principles govern our approach to confidentiality:

* Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
* Information about children will only be shared with other members of staff on a need to know basis.
* Timely information sharing is essential to effective safeguarding
* Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
* The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
* If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
* Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
* The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information (please see Appendix G)
* If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
* Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in Appendix E

**7. Recognising Abuse and Taking Action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

**7.1** **If a child is suffering or likely to suffer from harm, or in immediate danger**

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

**MSCB (LA) Procedure:**

If an adult or child is in immediate danger you should ring the emergency services or contact the police on 999

If the situation does not require emergency assistance you should report your concerns to:

**Manchester Contact Centre**  
Telephone: **0161 234 5001 (**open 24 hours a day, seven days a week**)**  
Email: [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)  
Secure email: [socialcare@manchester.gcsx.gov.uk](mailto:socialcare@manchester.gcsx.gov.uk)   if you are sending sensitive information  
SMS Text: 07860 003160

<https://www.manchestersafeguardingboards.co.uk/concerned/>

**7.2 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

Figure 1 (below) illustrates the procedure to follow if you have any concerns about a child’s welfare. This flowchart was extracted from KCSIE 2018.

**Actions where there are concerns about a child**

**Designated safeguarding lead or staff make referral (3) to children’s social care (and call police if appropriate**)

**Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)**

**Referral (3) made if concerns escalate**

**Other agency action**

**School/college action**

**Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help (2) and monitors locally**

**Staff should do everything they can to support social workers.**

**At all stages, staff should keep the child’s circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child’s circumstances improve – the child’s best interests must always come first**

**School/college considers pastoral support and/or early help assessment**

**(2) accessing universal services and other**

**support**

**No formal assessment required: referrer informed**

**Section 17 (4) enquiries appropriate: referrer informed**

**Section 47 (4) enquiries appropriate: referrer informed**

**Child in need of immediate protection: referrer informed**

**Identify child in need (4) and identify appropriate support**

**Identify child at risk of significant harm (4): possible child protection plan**

**Appropriate emergency action taken by social worker, police or NSPCC (5**)

**Within 1 working day, social worker makes decision about the type of response that is required**

1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance (KCSIE 2018).
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working [Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children.](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of [Working Together to Safeguard Children.](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
5. This could include applying for an Emergency Protection Order (EPO).

Where possible, speak to the DSL first to agree a course of action. This will usually involve the immediate notification of MS PRU pastoral support team. Following the conversation an MS PRU Safeguarding Concern Form will be completed, shared with MS PRU and filed and monitored appropriately (please see section 7.4 and section 12)

MS PRU safeguarding concern forms provide a template for staff to detail a comprehensive account of their concern; which can then be used to inform and support future actions.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from MSCB. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children’s social care (MSCB) directly, if appropriate (see ‘Referral’ section below). Share any action taken with the DSL as soon as possible.

**7.3 Early help**

If early help is appropriate, MS PRU will usually lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. A Request for Early Help Support form (available via https://hsm.manchester.gov.uk) should be completed by partner agencies requesting targeted Early Help interventions when families are unable to be supported by universal or single agency services.

The form should be completed with the agreement of the child and family. If there is a lead professional for the child or family an Early Help Assessment should have been completed prior to the request for support form being submitted.

The Music Stuff DSL and other school staff may be required to support MS PRU and other agencies and professionals in an early help assessment; in some cases, a member of the MS PRU Pastoral/Safeguarding team will act as the lead practitioner.

The DSL and MS PRU will keep the case under constant review and the school will consider a referral to MSCB if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Please find details below of Manchester’s local early help hubs, which can support practitioners with general advice, guidance and information via phone:

**North – 0161 234 1973**

e-mail – earlyhelpnorth@manchester.gov.uk

North GCSX - earlyhelpnorth@manchester.gcsx.gov.uk

**Central – 0161 234 1975**

e-mail – earlyhelpcentral@manchester.gov.uk

Central GCSX - earlyhelpcentral@manchester.gcsx.gov.uk

**South – 0161 234 1977**

e-mail – earlyhelpsouth@manchester.gov.uk

South GCSX - earlyhelpsouth@manchester.gcsx.gov.uk

**7.4 Referrals**

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL and MS PRU pastoral support team will make the referral or support you to do so.

As safeguarding concern forms are sent to MS PRU (as all pupils are on roll); staff within the MS PRU may refer the concern to social care. In the event of this, the dedicated MS PRU – Music Stuff pastoral support staff, will liaise (continuously) with Music Stuff’s DSL; thus, ensuring Music Stuff is informed, and able to support actions to better safeguard pupils. Music Stuff’s DSL records the date and outcome of all safeguarding concern forms sent to MS PRU via the Music Stuff ‘Safeguarding Register’; additionally, any correspondence between parties (in relation to concerns/safeguarding) is confidentially filed (and analysed) by Music Stuff’s DSL.

If you make a referral directly to MSCB (see section 7.1), you must tell the DSL as soon as possible.

The LA will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

**7.5 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

* Listen to and believe them. Allow them time to talk freely and do not ask leading questions
* Stay calm and do not show that you are shocked or upset
* Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
* Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
* Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
* Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.
  1. **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education’s Keeping Children Safe in Education (2018) explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix F.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out (or discovers that a **pupil age 18 or over** appears to have been a victim of FGM), must speak to the DSL as soon as possible and follow Music Stuff’s safeguarding procedures.

**7.7 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action (see section 7.2).

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care (MSCB). Make a referral to MSCB directly, if appropriate (see ‘Referral’ above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or MSCB.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

* Think someone is in immediate danger
* Think someone may be planning to travel to join an extremist group
* See or hear something that may be terrorist-related

**7.8 Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the proprietor (Andrew Portersmith).

You may also prefer to speak to the chair of governors (Jeff Mills) if your concern/allegation is about the Headteacher and/or Proprietor.

The Headteacher/Proprietor/chair of governors will then follow the procedures set out in Appendix E, if appropriate.

**7.9 Allegations of abuse made against other pupils (peer on peer abuse)**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy (and anti-bullying policy), but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

* Is serious, and potentially a criminal offence
* Could put pupils in the school at risk
* Is violent
* Involves pupils being forced to use drugs or alcohol
* Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

* You must record the allegation and tell the DSL, but do not investigate it
* The DSL will contact MS PRU and MSCB and follow its advice, as well as the police if the allegation involves a potential criminal offence
* The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
* The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

* Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
* Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
* Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
* Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
* Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

**7.10 Sexting**

**Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

* View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
* Delete the imagery or ask the pupil to delete it
* Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
* Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
* Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

**Initial review meeting**

Following a report of an incident, the DSL will request a written report (MS PRU concern form) and hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and the DSL will work in partnership with MS PRU to determine:

* Whether there is an immediate risk to pupil(s).
* If a referral needs to be made to the police and/or children’s social care
* If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
* What further information is required to decide on the best response
* Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
* Whether immediate action should be taken to delete or remove images from devices or online services
* Any relevant facts about the pupils involved which would influence risk assessment
* If there is a need to contact another school, college, setting or individual
* Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

* The incident involves an adult
* There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
* What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
* The imagery involves sexual acts and any pupil in the imagery is under 13
* The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with MS PRU and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care.

**Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

**Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through contacting 101; Music Stuff’s DSL will support with this.

**Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

**Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

* What it is
* How it is most likely to be encountered
* The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
* Issues of legality
* The risk of damage to people’s feelings and reputation

Pupils also learn the strategies and skills needed to manage:

* Specific requests or pressure to provide (or forward) such images
* The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident; via displays within all Music Stuff learning centres.

**8. Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the MSCB and MS PRU team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

**9.** **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* Pupils being more prone to peer group isolation than other pupils
* The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
* Communication barriers and difficulties in overcoming these barriers

All pupils who attend Music Stuff have SEND; therefore, we **ensure we promote a culture of continuous vigilance,** to overcome barriers to identifying (safeguarding and child protection) concerns. Through weekly (one:one) meetings with pupils, a strong dialogue with parents, high staff/pupil ratio, self-assessment (emotional development) pupil questionnaires, regular staff training and meetings, and dedicated pastoral support/partnership (workings) with MS PRU’s SEND team.

For full details on how we support pupils with SEND, please see the Music Stuff SEND Report, MS PRU SEND Report and MS PRU SEND Policy.

**10. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

For full details of the procedures around this and wider expectations of staff behaviour; please see the Music Stuff (staff) code of conduct within the employee handbook.

**11. Complaints and concerns about school safeguarding policies**

**11.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix E).

**11.2 Other complaints**

As detailed in Music Stuff’s Complaints Policy; Music Stuff recognises that occasionally the school may receive complaints, like any other institution. Outside of serious complaints/concerns which will be immediately handled by the Headteacher or/and the Proprietor, or/and the chair of governors; all complaints will be handled using a 4-stage procedure.

The 3 stages (as detailed in the aforementioned complaints policy) involves the escalation procedures of complaints, to ensure that all complaints are satisfactorily handled, and resolved as efficiently and appropriately as possible. Complaints follow either an informal or formal route; with the formal route having the option to be escalated to a full review panel, should the complainant not be happy with the outcome or handling of the complaint.

**11.3 Whistle-blowing**

Please refer to the Music Stuff Whistleblowing Policy for full details of our school’s Whistleblowing procedures. Whistleblowing guidance will be displayed in all centres via dedicated safeguarding displays.

The aims of Music Stuff’s whistleblowing policy and procedures are:

* To create a culture of openness; which encourages staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected;
* To provide staff with guidance as to how to raise those concerns.
* To reassure staff that they should be able to raise genuine concerns in good faith without fear of reprisals, even if they turn out to be a mistaken.
* To safeguard the Music Stuff (school) community, through ensuring child-protection and safeguarding concerns against staff are quickly identified and managed efficiently and appropriately.

The following areas of malpractice/wronging are covered within the whistleblowing policy:

* criminal activity;
* child protection and/or safeguarding concerns; \* See note at the end of this policy
* miscarriages of justice;
* danger to health and safety;
* damage to the environment;
* failure to comply with any legal or professional obligation or regulatory requirements;
* financial fraud or mismanagement;
* negligence;
* breach of the school’s internal policies and procedures including its Code of Conduct;
* conduct likely to damage the School’s reputation;
* unauthorised disclosure of confidential information;
* the deliberate concealment of any of the above matters.

There are a number of routes of reporting a concern:

**Internally:**

* **The Headteacher: Matthew McCann -** Music Stuff Education, Unit 2 – The Cuthbert Centre (entrance via Bartlett Street), 877 Ashton Old Road, Manchester, M11 2NA, 0161 223 8700, musicstuff@musicstuffeducation.org
* **The Proprietor: Andrew Portersmith -** Music Stuff Education, Unit 2 – The Cuthbert Centre (entrance via Bartlett Street), 877 Ashton Old Road, Manchester, M11 2NA, 0161 223 8700, musicstuff@musicstuffeducation.org
* **The Chair of Governors: Jeff Mills -** Jeff Mills can be contacted via the school administrator Abbigail McCann, Tel: 0161 223 8700, jeff.mills@musicstuff.org.uk

**Externally:**

* Public Concern at Work (Independent whistle blowing charity): Helpline: 020 7404 6609      E-mail: [whistle@pcaw.co.uk](mailto:whistle@pcaw.co.uk)          Website: [www.pcaw.co.uk](http://www.pcaw.co.uk/)
* NSPCC Whistleblowing Advice Line: TEL: 0800 028 0285, EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

It is understandable that ‘whistleblower’s are sometimes worried about possible repercussions. Music Stuff aims to encourage openness and will support Staff who raise genuine concerns in good faith under this policy, even if they turn out to be mistaken.

Staff must not suffer any detrimental treatment as a result of raising a concern in good faith. Staff must not threaten or retaliate against ‘whistleblower’s in any way. Anyone involved in such conduct will be subject to disciplinary action.

**12. Record-keeping**

We will hold records in line with our records retention schedule.

MS PRU has ultimate responsibility for pupils’ child protection files. However, Music Stuff will work in partnership with MS PRU to maintain accurate files which help safeguard pupils within school.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school; as Music Stuff (solely) operates as an alternative education provider, in partnership with secondary schools; this will be the responsibility of the referring school/s (for 2018-2019, MS PRU exclusively). Music Stuff will support the referring school/s in upholding this duty.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Music Stuff confidentially retains safeguarding notes (including referral forms and monitoring arrangements), which are necessary to safeguard all pupils. The referring school (MS PRU) retains pupils’ centralised files, as the pupils are on roll with MS PRU; in line with statutory guidance the referring school (MS PRU\_ only shares information that is purposeful and necessary. Often pupils are referred between different MS PRU centres/ alternative providers (commissioned by MS PRU); therefore, the oversight and co-ordination of safeguarding files are best placed with them; thus, ensuring that regardless of where a pupil is placed, safeguarding and child-protection files are rigorously monitored.

Music Stuff uses a secure (virtual) drive online to keep most of the school’s information; this ensures all files are encrypted, password protected and (therefore) secure. As per our data access arrangements only specific staff have access to specific data; which is managed centrally by the DSL. Any physical (paper-based) records containing confidential/sensitive information are securely locked via locked cupboards in a locked office (again with limited access to only authorised individuals).

As no pupils are on roll with Music Stuff; MS PRU is responsible for the transition of information between agencies, home schools and other specialist institutions (where appropriate). Any information requests from outside parties regarding the records that Music Stuff maintains will not be automatically granted; these are subject to stringent procedures set within the Music Stuff Data Protection policy.

In addition:

Appendix D sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix E sets out our policy on record-keeping with respect to allegations of abuse made against staff

**13. Training**

**13.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

Each term the DSL will send out a confidence tracker audit which will help inform the briefings over the next term. This online survey assesses knowledge in regards to the application of this policy, duties/responsibilities and upholding safer working practice.

All staff will have training on the government’s anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors/agency staff who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

**13.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years, appropriate to their duties.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

**13.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

**13.4 Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

**14. Monitoring arrangements**

This policy will be reviewed **annually** by Matthew McCann (DSL/Headteacher). At every review, it will be approved by the full governing board.

**15. Links to other (internal) policies**

* Music Stuff B4L Policy
* MS PRU Behaviour and Communication Policy
* Framework Agreement (MS PRU – Music Stuff)
* Music Stuff Complaints Policy
* Music Stuff Health and Safety Policy
* Music Stuff Attendance Policy Statement
* MS PRU Attendance Policy
* Music Stuff E-Safety Policy
* Music Stuff First Aid Policy
* MS PRU Educational Visits Policy
* Music Stuff SEND Report
* MS PRU SEND Policy
* MS PRU SEND Report
* Privacy Notices
* Data Protection Policy
* Curriculum Policy
* PSHRE (curriculum)
* Music Stuff – Preventing Extremism and Radicalisation Policy

**Appendix A: Legislation, Statutory Guidance & Ofsted Framework**

* Keeping Children Safe in Education’ - latest update, September 2018
* Ofsted Non-association independent school inspection handbook, August 2015,
* ‘Working Together to Safeguard Children’, July 2018
* Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
* FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
* Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
* DFE Statutory Policies for Schools, Sept 2014,
* DFE Children Missing Education, Stat Guidance, Sept 2016
* DFE The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018
* DFE Supervision of Regulated Activity, Jan 2013
* Alternative Provision, Stat guidance, Jan 2013
* Teachers’ Standards, updated June 2013
* Governors’ Handbook, Jan 2017
* ‘Listening to & involving children & young people’, stat guidance, Jan 2014
* Health & Safety Legislation

**Appendix B: Non-statutory Guidance**

* DFE ‘What to do if you are worried a child is being abused - Advice for

Practitioners’2015

* ‘Safer Working Practices’, Safer Recruitment Consortium, Oct 2015
* DFE National Standards of Excellence for Headteachers, Jan 2015
* DFE ‘Use of Reasonable Force in Schools’, July 2013
* United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
* NSPCC Whistleblowing Adviceline

**MCC and MSCB Policies, Procedures & Guidance**

* https://www.manchestersafeguardingboards.co.uk/
* MSCB Policies, including Greater Manchester Policies and Guidance
* MSCB Multi-agency Levels of Need & Response Framework
* Safeguarding Concerns, Guidance & Proformas
* MSCB LADO Referral Process
* MSCB Learning From Serious Case Reviews
* Help & Support Manchester Website: https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-12-2
* Early Help Strategy, Guidance, Assessments & Referrals
* Signs of Safety Strategy, Guidance & Resources

**Appendix C: Types of Abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
* Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
* 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
* Seeing or hearing the ill-treatment of another
* Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
* 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.

**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. 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)
* Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Appendix D: Safer Recruitment and DBS Checks – Policy and Procedures**

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

**New staff**

When appointing new staff, we will:

* Verify their identity
* Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
* Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
* Verify their mental and physical fitness to carry out their work responsibilities
* Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
* Verify their professional qualifications, as appropriate
* Ensure they are not subject to a prohibition order if they are employed to be a teacher
* Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
* Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

* Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
* Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
* Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

**Existing staff**

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

* We believe the individual has engaged in relevant conduct; or
* The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
* The ‘harm test’ is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
* The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

**Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

**Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

* An enhanced DBS check with barred list information for contractors engaging in regulated activity
* An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

**Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

**Volunteers**

We will:

* Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
* Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
* Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

**Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All proprietors, trustees, local governors and members will also have the following checks:

* A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).
* Identity
* Right to work in the UK
* Other checks deemed necessary if they have lived or worked outside the UK

**Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

**Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

**Appendix E: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

* Behaved in a way that has harmed a child, or may have harmed a child, or
* Possibly committed a criminal offence against or related to a child, or
* Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

**Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

* Redeployment within the school so that the individual does not have direct contact with the child or children concerned
* Providing an assistant to be present when the individual has contact with children
* Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
* Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
* Temporarily redeploying the individual to another role in a different location, for example to an alternative centre or other work for Music Stuff.

**Definitions for outcomes of allegation investigations**

* **Substantiated:** there is sufficient evidence to prove the allegation
* **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
* **False:** there is sufficient evidence to disprove the allegation
* **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
* **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

**Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Headteacher (or Proprietor where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

* Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
* Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
* Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
* **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
* **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
* **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
* Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Individuals will be signposted to their trade union representative, school administrator (who supports HR) or/and the dedicated (counselling) employee wellbeing helpline we have commissioned to support our employees. This can be accessed via 0800 028 2420.
* Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
* Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
* Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If Music Stuff is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Governing Board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

**Timescales**

* Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
* If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
* If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

**Specific actions**

**Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

**Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

**Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the school.

**Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

**Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

* Who needs to know about the allegation and what information can be shared
* How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
* What, if any, information can be reasonably given to the wider community to reduce speculation
* How to manage press interest if, and when, it arises

**Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:

* A clear and comprehensive summary of the allegation
* Details of how the allegation was followed up and resolved
* Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.

**References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

**Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority’s designated officer to determine whether there are any improvements that we can make to the school’s procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

* Issues arising from the decision to suspend the member of staff
* The duration of the suspension
* Whether or not the suspension was justified
* The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

**Appendix F: Specific Safeguarding Issues**.

**Attendance (Children missing from education)**

Music Stuff views attendance as a safeguarding issue and in accordance with Music Stuff’s adopted MSPRU Attendance Policy, absences are rigorously pursued and recorded. Music Stuff, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

* Are at risk of harm or neglect
* Are at risk of forced marriage or FGM
* Come from Gypsy, Roma, or Traveller families
* Come from the families of service personnel
* Go missing or run away from home or care
* Are supervised by the youth justice system
* Cease to attend a school
* Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child’s name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children’s social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

**Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

* Appearing with unexplained gifts or new possessions
* Associating with other young people involved in exploitation
* Having older boyfriends or girlfriends
* Suffering from sexually transmitted infections or becoming pregnant
* Displaying inappropriate sexualised behaviour
* Suffering from changes in emotional wellbeing
* Misusing drugs and/or alcohol
* Going missing for periods of time, or regularly coming home late
* Regularly missing school or education, or not taking part in education

**Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children’s social care.

**So-called ‘honour-based’ violence (including FGM and forced marriage)**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

**FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.6 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

* A pupil confiding in a professional that FGM has taken place
* A mother/family member disclosing that FGM has been carried out
* A family/pupil already being known to social services in relation to other safeguarding issues
* A girl:
  + Having difficulty walking, sitting or standing, or looking uncomfortable
  + Finding it hard to sit still for long periods of time (where this was not a problem previously)
  + Spending longer than normal in the bathroom or toilet due to difficulties urinating
  + Having frequent urinary, menstrual or stomach problems
  + Avoiding physical exercise or missing PE
  + Being repeatedly absent from school, or absent for a prolonged period
  + Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  + Being reluctant to undergo any medical examinations
  + Asking for help, but not being explicit about the problem
  + Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

* The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
* FGM being known to be practised in the girl’s community or country of origin
* A parent or family member expressing concern that FGM may be carried out
* A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
* A girl:
  + Having a mother, older sibling or cousin who has undergone FGM
  + Having limited level of integration within UK society
  + Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  + Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  + Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  + Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  + Being unexpectedly absent from school
  + Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

**Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

* Speak to the pupil about the concerns in a secure and private place
* Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
* Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
* Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

**Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils’ behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

* Refusal to engage with, or becoming abusive to, peers who are different from themselves
* Becoming susceptible to conspiracy theories and feelings of persecution
* Changes in friendship groups and appearance
* Rejecting activities they used to enjoy
* Converting to a new religion
* Isolating themselves from family and friends
* Talking as if from a scripted speech
* An unwillingness or inability to discuss their views
* A sudden disrespectful attitude towards others
* Increased levels of anger
* Increased secretiveness, especially around internet use
* Expressions of sympathy for extremist ideologies and groups, or justification of their actions
* Accessing extremist material online, including on Facebook or Twitter
* Possessing extremist literature
* Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school’s measures to prevent radicalisation are set out in other school policies and procedures, including Music Stuff’s e-safety policy, Music Stuff – Preventing Extremism and Radicalisation Policy and MS PRU safeguarding and child protection policy.

**Self-Harm and Suicidal Behaviour**

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to Greater Manchester Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment.

**Fabricated or Induced Illness**

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a carer is suspected, schools should verify the reasons for the child’s absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should **not** be dismissed, they are very real and have an impact on pupils’ behaviour and academic performance.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Staffmust remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child’s illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example, education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of **FII**. However the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child’s best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will be invaluable evidence.

Gangs and Youth Violence

A gang is typically a noticeable group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs.

Young people involved in gangs have an increased risk of experiencing violence and other types of abuse. Gang crime and serious youth violence is also often synonymous with knife crime.

It is illegal to carry knives and prohibited firearms to use as weapons. A longer sentence may be served if an offender was or is part of a gang.

Staff should speak the designated safeguarding lead if they have concerns about gang membership or youth violence

If a child or young person is in immediate danger you should call 999

If Music Stuff believes that a pupil is suffering, or is likely to suffer from harm, then we will make a direct referral to your [local authority (LA) children’s social care team](https://www.gov.uk/report-child-abuse-to-local-council) (and if appropriate the police).

Anyone worried about a pupil involved in, or at risk from, gangs can also call the NSPCC on 0808 800 5000

Teachers have the [power to search pupils](https://www.gov.uk/government/publications/searching-screening-and-confiscation) without consent for ‘prohibited items’ such as knives and weapons, alcohol, illegal drugs, tobacco, and any item that staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage to property

Early intervention is key for preventing youth violence and gang membership. Early intervention teams are based in every LA. You should contact yours for advice

Aggressive behaviour can be prevented through mentoring, tackling bullying, improving social skills and involving parents; Music Stuff will endeavour to do this on a continuous basis.

Look out for the following [risk factors](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf):

Youth violence

* Troublesome and highly daring behaviour
* Positive attitude towards delinquency
* Previously committed offences
* Involvement in anti-social behaviour
* Substance use
* Aggression
* Running away and truancy
* Poor supervision from family
* Disrupted family
* Peers involved in crime and/or anti-social behaviour

Gang membership

* Marijuana use
* Peers involved in crime and/or anti-social behaviour
* Low academic achievement
* Learning disabilities

Please note, these lists are not exhaustive.

Where to go next:

Preventing youth violence and gang involvement: practical advice for schools and colleges, GOV.UK – Home Office (Adobe pdf file)  
https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/418131/Preventing\_youth\_violence\_and\_gang\_involvement\_v3\_March2015.pdf

Gangs, Family Lives  
http://www.familylives.org.uk/advice/teenagers/behaviour/gangs/

**Children Missing from Home and Care**

The majority of missing children (and adults) are vulnerable. Many go missing as a result of problems such as domestic abuse, neglect, or as a result of grooming. People may also go missing because of issues such as dementia or abduction.

Although most missing people return, they may suffer harm and exploitation during their time away; for example, missing children may become victims of child sexual exploitation.

* If Music Stuff suspects that a pupil has gone missing from school, they will conduct a search of the immediate surroundings, such as cupboards, up trees etc. and extend this to the wider school if necessary
* If we cannot find the pupil in the school, they should inform the designated safeguarding lead, as the designated safeguarding lead. The DSL may conduct his own search.
* When satisfied that the pupil is not on school premises, Music Stuff will contact their parents and ask if they are at home. If they are not at home, staff will conduct a search outside the immediate school premises
* If staff cannot find the pupil near the school, they will contact the police and the local authority’s children services team to report the pupil as missing and follow their instructions
* If a pupil does not turn up for school, staff will follow your normal procedures for following up absences; as set within MS PRU attendance policy.
* Pupils may also be affected by adults they know going missing. Music Stuff will endeavour to provide pastoral support for these pupils if we are aware that an adult in their life is missing and refer to MSCB safeguarding procedures if the pupil is vulnerable because of the absence

What to look for:

* Problems at home – going missing or running away is often a symptom of a wider problem, rather than the problem itself
* Suspicious bruises or injuries – children and young people who run away have often been hit a lot by their parents
* A previous history of running away
* Mental health problems
* Use of drugs and alcohol

Looked after children are also at particular risk of going missing.

Sources of support:

* [Action against Abduction](http://www.actionagainstabduction.org/)http://www.actionagainstabduction.org/
* [Schools and youth groups, Railway Children](https://www.railwaychildren.org.uk/get-involved/communities/schools-and-youth-groups/)https://www.railwaychildren.org.uk/get-involved/communities/schools-and-youth-groups/

**E-Safety**

Music Stuff has an E-safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance Music Stuff’s management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and Music Stuff has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of Music Stuff to ensure that every child and young person is in its care is safe and this applies equally to the ‘virtual’ or digital world.

Music Stuff will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Music Stuff has an acceptable use policy (AUP). Where both staff and children have access, it will be necessary for us to have separate AUPs for staff and pupils. The AUP should cover the use of all technologies used.

Music Stuff follows the MSCB guidelines ‘Safeguarding online guidelines for minimum standards’ (version 3).

**Domestic Abuse**

Music Stuff is aware that children and young people’s development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about domestic abuse and its effect upon children and young people will be incorporated into

staff Safeguarding and Child Protection training and briefings and Music Stuff’s Safeguarding and Child Protection’s Policy and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children’s Service Contact Centre will be contacted as soon as possible.

**Private Fostering**

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

Private Fostering definition:

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down. School staff play an essential role in identifying privately fostered children.

If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored

**Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors’ book and wear a visitor’s badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

* Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
* The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff

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**Appendix G: Information Sharing**

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018

and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it –whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**Figure 2: Flowchart of when and how to share informati**on