

MfSF Safeguarding and Child Protection Policy, Training Requirements, Procedures and Code of Practice

MfSF are committed to safeguarding and promoting the welfare of children (defined by law as any child under the age of 18), and expects all staff and tutors to share this commitment. We recognise and acknowledge our legal duty and moral responsibility to work alongside pupils, parents and other agencies to ensure that all pupils (regardless of age, sex, race or religion) are safe and protected, and to have clear guidance, policies and procedures for tutors working with MfSF.

The MfSF policy gives a brief overview of the content of the Safeguarding Training undertaken by MfSF staff and tutors, the reporting procedure in place if a child discloses information or a tutor is concerned about them, and practical advice for the delivery of instrumental lessons.

MfSF POLICY

1. All MfSF staff and tutors accept responsibility for the welfare of children with whom they come into contact, and will report any concerns about a child or someone else's behaviour using the MfSF reporting procedure.
2. All MfSF staff and tutors that come into contact with children will require an Enhanced DBS Check.
3. There is a Designated Safeguarding Person (DSP) within MfSF who will take action following any expression of concern.
4. The DSP knows how to make appropriate referrals to statutory child protection agencies and will do so within one working day when required.
5. All MfSF staff and tutors who come into contact with children must adhere to the MfSF Code of Practice, reporting procedure and other guidelines set out by MfSF.
6. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on.
7. Considerations of confidentiality should not be allowed to override the right of children to be protected from harm, however every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
8. This policy will be referred to and included in our recruitment procedures and training materials, and will be readily available and promoted within the organisation.
9. A culture of mutual respect between children and MfSF staff and tutors will be encouraged, with adults modelling good practice in this context.
10. Any MfSF staff or tutor who encounters child protection concerns in the context of their work will be supported when they report their concerns in good faith.

Designated Safeguarding Person

The Designated Safeguarding Person for MfSF is the Head of Service.

The Deputy Designated Safeguarding Person for MfSF is the Accounts Manager.

The role of the DSP is to:

- Ensure that the DSP in the setting where a concern has been raised has been fully informed of the concern and given the appropriate information.
- Refer cases to the Children's Services or Police if information suggests there is immediate risk to the child. This should be in the area where the child resides.
- Refer cases to the Local Authority Designated Officer (LADO) in the event of a child protection concern involving a tutor or member of staff. This should be in the area where the child resides.
- Provide information and advice to staff and tutors working with MfSF.
- Ensuring appropriate information is available when making a child protection referral and that the referral is made within one working day and confirmed in writing within two working days.
- Liaise with local children's social care services and other agencies as appropriate.
- Keep relevant people within MfSF informed about any action taken and any further action required, e.g. disciplinary action against a member of MfSF staff.
- Ensure that a proper record is kept of any referral and action taken, and that this is kept safely and in confidence.
- Liaise with the NSPCC when reviewing the MfSF Safeguarding and Child Protection policy.

MfSF Safeguarding Training Requirements for Tutors

All tutors are required to complete a Child Protection in Education course (provider to be determined by MfSF). Documentary evidence will be retained by MfSF. Should any cost be incurred, this will be met by the tutor. In line with best practice guidelines, training will be renewed every 3 years.

The Child Protection training will include:

- Child Development Overview
 - Developmental needs
 - Developmental milestones
 - Negative influences on development
- Forms of Child Abuse
 - Physical Abuse
 - Sexual Abuse
 - Emotional Abuse
 - Neglect
 - Female Genital Mutilation

- Child Sexual Exploitation/Grooming
 - Domestic Abuse
 - Forced Marriage
- Recognising and Responding to Abuse
 - Possible signs of abuse
 - Physical signs
 - Behavioural signs
 - How to respond if a pupil reports abuse
 - Barriers to reporting abuse
- Reporting abuse and the child protection system
 - Sharing information
 - Allegations against staff
 - Reporting a disclosure or concerns
 - What happens next
- Good practice
 - Developing a safe environment
 - What you can do
 - Your responsibilities
 - Physical contact
 - Communication and appropriate language

RADICALISATION AND EXTREMISM

Extremism and Radicalisation are areas of safeguarding children that are not covered in the external training that tutors undertake. However, we are bound by the “Prevent Duty”, under which we are required to have due regard to the need to prevent people from being drawn into terrorism. Tutors should have regard to the following:

- Protecting children from the risk of radicalisation is part of wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
- It is possible to intervene to protect vulnerable people from being radicalised.
- Radicalisation is a process by which someone has their vulnerabilities exploited towards terrorism or crime – often by a third party with their own agenda.
- Extremism is the vocal or active opposite to fundamental British values, including the call for death of members of our armed forces whether in this country or overseas.
- There is no one group of children who are more or less likely to be affected. Staff must be vigilant with all groups of students. ISIS for example, are targeting high-achieving, academically bright female students in their advertising campaigns.
- As with all safeguarding risks, tutors must be alert to all changes in pupils’ behaviours which could indicate that they may be in need of some help or protection.

- There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views:
 - Loss of interest in usual friends and activities
 - Changes in style of dress or personal appearance
 - Day to day behaviour becoming increasingly centred on an extremist ideology, group or cause
 - Possession of materials or symbols associated with an extremist cause
 - Attempts to recruit others to an extremist group/cause
 - Using insulting/derogatory names for other groups
 - Increase in prejudice-related incidents committed by that person – including:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name-calling
 - Possession of prejudice-related materials
 - Inappropriate forms of address
 - Refusal to co-operate
 - Condoning or supporting violence towards others
- Bearing in mind that individually, instances of any of the above behaviours do not automatically mean that a child is being radicalised, it is nevertheless important to raise any concerns with the DSP in the school and with MfSF.
- MfSF recommend that you complete a 2 part online course that will raise your awareness of this subject, including how to identify factors that can make people vulnerable to radicalisation.
- Follow the links below to access the online courses:
- <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course>
- <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#referrals-course>

MfSF CODE of PRACTICE

During lessons the issue of child protection should be always be in your mind. Your attention is drawn to the position of trust that you hold in working with children and the power and influence that you therefore have. Adhering to the MfSF Code of Practice should ensure that this position is never abused.

MfSF tutors should always value and respect all pupils and demonstrate appropriate conduct, which will always exclude bullying, shouting, racism, and sexism.

We also recognise that good safeguarding and child protection policies and procedures are also of benefit to staff and tutors, as they can help protect them from misunderstandings or erroneous allegations.

The following guidelines should help you ensure that your lessons are conducted appropriately.

General Advice

- Remember that you are a professional who is there to teach on behalf of MfSF, and you should act appropriately at all times.
- Be brisk and businesslike rather than reticent or hesitant, it is important you are positive rather than negative in order to avoid misinterpretation of your intentions.
- Do not show affection, favouritism or be over friendly towards pupils.
- You should ensure that your relationships with children are appropriate to the child's age and gender, and take care to treat all children with respect.
- Avoid confrontation with the pupils.
- Stand or sit in front or to the side of pupils rather than behind them. It may be helpful to be roughly at right angles.

Communication with schools

- Ask the Headteacher or Music Co-ordinator for a copy of the school's child protection policy. They may have particular regulations that you need to follow.
- Always sign in – and out – and make contact with the school secretary, Headteacher or Music Co-ordinator each time you visit.

Teaching Rooms

- You should try to avoid teaching in rooms that do not have windows. In circumstances where this is not possible, doors should be left open.
- Ideally the type of room required for instrumental lessons is also one that is well lit and well ventilated. You should also make sure that you have adequate heating available in the winter months.
- If there are blinds or curtains covering the windows, you should make sure that these are kept open.
- If the room you are using has a lockable door, never lock it.
- Do not use any 'Engaged' or 'Do Not Disturb'. If you need to alert people to the fact that you are teaching (for example if your teaching room is situated on a busy corridor) you may use a 'Quiet – Lessons in Progress' sign!
- Always position yourself so that the pupils are between you and the door, so that there is no question that you are blocking their exit.

Physical Contact

- Posture, breathing, fingering, grip and other physical aspects of playing a musical instrument should be demonstrated by the instructor and should not normally involve touching the pupil in any way.
- As instrumental tutors however it is sometimes necessary to make physical contact with a pupil. For example, it can be a lot easier for a child to learn how it feels to have a correct hand shape or how it feels to make a correct movement, if

the teacher can actually take hold of the hand or arm and mould it or move it in the right way. Touching a pupil in this way should be done very sparingly, and perhaps only as a last resort.

- If you do feel that touching a pupil would aid them always ask the pupil's permission first, for example "Do you mind if I put your finger in the right place on the key?"
- If you do choose to touch a pupil, do it positively and in a professional manner with no embarrassment or hesitation. Having made your physical demonstration, move immediately back out of the pupil's body space.
- The only acceptable areas for physical contact are the hands, arms and shoulders. There should be no need to touch the head or any other part of the body. Considerable care must be taken if touching a pupil's arm that contact is not being made accidentally with other areas of the body.
- Inappropriate touching includes tousling hair, patting a child's back, a friendly touch or putting an arm round a pupil.
- Try to avoid towering over pupils and wherever possible come down to their level. Remember that younger children also tend to require more 'body space' around them, so try to make sure that you keep an appropriate amount of distance between you and your pupils.
- There may be exceptional occasions where it is necessary to restrain individual children physically to prevent them from hurting themselves or others. Physical restraint must be undertaken by an appropriately trained member of staff in line with the school's behaviour management policy.
- Do not use any form of physical punishment. Physical contact is unlawful as is any form of physical response to misbehaviour, unless it is by way of restraint. Physical restraint should only take place if it is absolutely necessary to protect the child or others from significant harm.
- First Aid - should be administered only by someone who has received training in first aid, and preferably by someone of the same gender as the child.

Verbal Communication

- Don't whisper – this may encourage the child to come closer to you than is necessary in order to hear what you are saying.
- Avoid long words and/or jargon which can create an unnecessary barrier and confusion with a young child.
- Do not use terms of endearment ("dear", "my dear", "love" etc.)
- Never shout or swear – it constitutes verbal abuse.
- Do not enter into discussion about your or their personal/private lives.
- The use of insensitive, disparaging or sarcastic comments is unacceptable. Do not make comments about your pupils' personal appearance, or refer inappropriately to their own private concerns.

Other Contact/Communication

- You should have no need to communicate with your pupils directly outside of the teaching environment.
- You should not befriend pupils via Facebook, Twitter, Instagram, or any other social media.
- You should not send text messages or emails to any pupils. Please either communicate via MfSF Head Office or directly with the parent/guardian.
- You should not at any time transport pupils in your car or teach pupils at your own home. If there is an exceptional circumstance that would require this, please contact MfSF beforehand so that we can advise you further.
- Do not engage in behaviour which could be construed as 'grooming', e.g. giving a pupil money, presents or doing 'favours'.

One to one lessons

- Teaching on a one to one basis is not recommended and timetables should be arranged with group tuition in mind. It is recognised however that some pupils may benefit from individual tuition and under these circumstances you should observe the guidelines given here.
- If the same child always stays behind to help clear up after a teaching session or rehearsal, ask another pupil to help too.
- Avoid going into any small room alone with a pupil.

What to do if you suspect a pupil is being abused

MfSF tutors could have their concerns raised in a number of ways:

1. A child disclosing abuse
 2. Bruising or evidence of physical hurt
 3. Unusual behaviour by a pupil
 4. The conduct of another adult
- You may find that you have unconfirmed worries about pupils, but no real evidence, and so feel unsure about how to proceed. You must always voice your concerns - you may find that other people have come forward with similar worries, which when put together could add up to a serious cause for concern.
 - You should not try to investigate any worries or concerns yourself.

What to do if a pupil reports abuse to you

Any MfSF tutor, or member of staff who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead in the setting within which the concern has arisen (i.e. the school).

Always take a disclosure of abuse seriously – pupils should not be deterred by feeling that they will not be believed or listened to.

Remember that any person could be capable of abusing a child, regardless of their age, gender, ethnicity or class. Personal preconceptions should not prevent appropriate action taking place following a disclosure.

In the event of a pupil reporting that they are the subject of any form of abuse, you should do the following:

- Stay calm.
- **DO NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this. Explain that you will only tell other adults who need to know what has been discussed.
- Listen to the child carefully. If you are in the middle of something, you should stop what you are doing and focus on the child to show that you are taking them seriously.
- **DO NOT** question the child; let them tell you what they want to tell you and at their own pace.
- When the child is finished, make sure they feel secure and reassure them that they have done the right thing in telling you.
- Explain what you are going to do next and who you will need to share the information with.
- Write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words. MfSF have provided a Reporting Form to assist you which can be downloaded from the Tutor Resources section of the MfSF website.
- Do not write down your own opinions of the child's statement and remember that it is not your responsibility to decide whether abuse has taken place.

If you suspect abuse or a pupil discloses information to you, confidentiality must be maintained at all times. You should not discuss pupils' details outside of the school environment, but should immediately report concerns to MfSF and the Headteacher of the child's school. Do not disclose information to any member of school staff other than the Headteacher.

What to do if an incident occurs during a lesson or if an allegation is made against you

Not to report an incident, however trivial or potentially embarrassing, is a neglect of duty.

- Don't pretend it didn't happen.
- Don't think it doesn't matter.
- Don't wait to see if anyone else does something about it.

- Don't ask the child not to tell anyone.
- Any incident where you feel that you or a pupil may have behaved inappropriately or improperly must be reported immediately to the relevant person in authority (Headteacher) and confirmed in writing.
- If any unusual, perhaps accidental, physical contact occurs between you and a pupil, report it to the Headteacher immediately the lesson ends and make a note of the events.
- If, as very occasionally does happen, a pupil makes some kind of advance towards you or makes suggestive remarks, make it very clear to the child that this kind of behaviour is unacceptable. The incident must be reported immediately to the Headteacher and to the pupil's parents.
- If a pupil continues to behave inappropriately, you may find it helpful to invite another teacher or a waiting pupil to come and listen to the rest of the lesson, and to arrange for someone to sit in for the next few lessons.

It should be borne in mind that, in an attempt to 'cover up' an incident, the pupil may decide to recount the incident at home or to friends, or to another adult, but reversing the roles so that it is you who is accused of improper behaviour. Remember that children have a right to be listened to when they complain that a teacher has behaved improperly. Whilst it is possible for children to exaggerate or lie, all allegations will be investigated.

- If you find yourself subject to any allegation of improper behaviour, you must let MfSF know immediately.
- We suggest that if you recall a particular incident which may have led to the allegation, that you write a report of the events and submit it to us.
- Provided that you have followed these guidelines we will endeavour to support you in any way possible.
- Depending on the seriousness of the allegations, we may however deem that it is appropriate to suspend your teaching in all MfSF schools, not only the school of the pupil in question. Although this is not a suggestion of guilt, we have an obligation to protect all pupils on the scheme from potential harm.

It is important that all tutors appreciate the impact that poor conduct can have on the scheme and on you personally. These guidelines are for your protection and for that of the pupil. Providing you follow the guidance given here, your lessons should run without these sorts of issues ever arising. However, please remember that communication is the key factor – if we are to help you should any allegations ever be made, keeping information to yourself out of embarrassment will only make the situation worse.

Confidentiality and Information Sharing

Records regarding child protection and safeguarding must be carefully kept:

- Any report/records regarding abuse shall be kept confidential and disclosure should be restricted to only those who have authority to deal with the incident.

- Accurate records should be kept and updated with any developments.
- An MfSF Reporting Form must be completed by the relevant person and sent to the DSP, who will review and note the action being taken, and store the form securely.

The MfSF Safeguarding and Child Protection Policy and Code of Practice has been compiled in accordance with national guidelines and we have drawn from resources provided by the Associated Board of the Royal Schools of Music, the Incorporated Society of Musicians, the NSPCC and www.gov.uk.

Our guidelines will be reviewed on a yearly basis, taking into account any legislative developments or government guidance.

Pupil Health / Medicines

- Tutors should be aware of any medical issues that affect the pupils that they teach, and this information should be obtained from school if not provided by the parent/guardian upon registration.
- Under no circumstances should an MfSF tutor administer medicine to any child.
- Should a pupil require medicine or medical attention, the MfSF tutor should call for assistance from a member of school staff.

A signed copy of this page of the document needs to be held on file with MfSF. Please sign below and send back to us as soon as possible.

I confirm that I have read and understood the information in this document.					
Name		Signed		Date	

