

Child Protection and Safeguarding Policy

March 2025

This policy has been revised to reflect the changes to Keeping Children Safe in Education 2024: DfE statutory guidance. More details are appended.



1. Policy Statement

This policy exists to enable all paid members of staff, associates and volunteers involved with the Music Service to work with and around children and young people (CYP) whilst being confident in safeguarding welfare. It is vital that Music Service staff and volunteers are aware of the safety of CYP involved in our activities at all times. The Music Service believes that all CYP have the right to be treated with respect and dignity. This policy gives guidelines for good practice.

The Music Service enables all staff and those who work with us to make informed and confident decisions regarding safeguarding issues and takes all concerns and allegations of abuse seriously. The Music Service expects everyone (staff, Executive Board, partners, agency staff, volunteers and anyone working on behalf of the Music Service) to have read, understood and adhere to this policy and related procedures, procedures, except where it has been formally agreed that another appropriate policy provides greater protection for CYP.

The Music Service will ensure that a culture of openness exists within the organisation and with its partners; if a member of Music Service staff is at all unsure at any time, they should ask the Designated Safeguarding Leads for advice.

The Music Service understands the importance of effective safeguarding arrangements in every local area and the purpose of our policy is to ensure every child who we come into contact with is safe and protected from harm. This means we will always work to:

- Provide help and support to meet the needs of children as soon as problems emerge
- Protect children from maltreatment, whether that is within or outside the home, including online
- Prevent the impairment of children's mental and physical health or development
- Make sure that children grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes of the needs and views of CYP.

The Music Service understands the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

This means we do not unlawfully discriminate against children and young people because of their sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity or sexual orientation.

1.1 Definitions

1.1.1 Children and Young People

CYP is anyone under the age of 18.² The Music Service recognises that there may be additional needs associated for CYP with protected characteristics as defined by the Equality Act of 2010, including those CYP from within the LGBT community, and/or who may be excluded from mainstream services, including those CYP who are lesbian, gay, bisexual or gender questioning

-
1. Working Together to Safeguard Children, 2023
 2. The Children Act 1989, 2004 & Safeguarding Vulnerable Groups Act 2006

1.1.2 Staff

For the purpose of this policy, the term 'staff' will be used to describe anybody working on behalf of the Music Service in either a paid or an unpaid capacity.

This includes:

- Permanent staff
- Temporary/Freelance
- Volunteers
- Anybody working on behalf of the Music Service, and undertaking Music Service directed activity



2. Our Ethos

Everyone who comes into contact with CYP and their families has a role to play in safeguarding children. We recognise that Music Service staff play a particularly important role as they are in a position to identify concerns early and report any concerns to prevent any escalation.

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. At all times we will work in partnership and endeavor to establish effective working relationships with schools, parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children 2023 and Oldham's Multi Agency Safeguarding Partnership arrangements.



3. Good Practice

All Music Service staff should demonstrate best practice when working with or around CYP. The following list contains examples of best practice to protect the welfare of CYP and to protect Music Service staff from allegations of misconduct.

- Always work in an open environment
 - Avoid private or unobserved situations
 - Encourage open communication without secrets
- Be aware of situations which may present risks and manage these risks as described in this policy
- Be aware that others might misinterpret your actions, no matter how well intentioned those actions may have been
- Ensure that a culture of openness exists
- Ensure that a sense of accountability exists between staff so that:
 - Poor practice or potentially abusive behaviour does not go unnoticed and can be challenged
- Never permit abusive peer activities (such as ridiculing or bullying)
- Avoid physical contact with CYP
- Never make suggestive comments or remarks – even in jest
- Never accompany CYP to the toilet without another staff member present
- Never discriminate against, show differential treatment or favour particular individuals to the exclusion of others
- Adhere to Safer Working Practice document, copies of which are provided to all staff
- Speak to the Designated Safeguarding Leads or Head of Music Service directly with any concerns involving CYP

The Music Service is committed to ensuring that partners and participants have an enriching, positive and beneficial experience through engagement facilitated by the Service. The Music Service believes that all partners and participants have a right to feel safe while taking part in Music Service–facilitated projects, programmes and activities. The Music Service will:

- Ensure that all Music Service staff are aware of responsibilities, roles and expectations
- Always put partners' and CYP's needs first
- Undertake online due diligence checks as part of the safer recruitment process
- Treat all CYP fairly – tutors will not have favourites
- Ensure learning is interesting and creative
- Take steps to ensure activities are as safe as possible
- Not tolerate bullying in any shape or form

- Ensure that partners and CYP are clear in their responsibilities, roles and expectations
- Ensure that its staff do not promise secrecy to CYP under any circumstances
 - Tutors cannot ensure confidentiality with CYP even if the disclosure is found to be innocent
- Listen to what CYP and partners disclose
- Ask partners' and CYP's permission if physical contact is required
 - If it becomes essential to touch a pupil (e.g. to change a pupil's stance or place hands in a correct position) you must:
 - Ask the pupil for permission
 - Announce your intention very clearly
 - Involve other pupils to watch
 - It is never acceptable to touch the chest, waist, diaphragm or ribs of a pupil under any circumstances
 - It is never acceptable for you to ask pupils to touch your body
 - It is never acceptable to ask pupils to touch each other
 - Do not tap out a rhythm on a pupil's body.



4. Music Service Designated Safeguarding Lead Staff

These are the people that the Music Service has invested with responsibility for ensuring that the policy is invoked and adhered to by all departments and who are 'a first port of call' for any queries or problems relating to working with CYP and this policy:

Dennis Hadfield, Deputy Head of Service, Designated Safeguarding Lead (DSL)
dennis.hadfield@oldham.gov.uk

Jonathan Leedale, Deputy Head of Service, Designated Safeguarding Lead (DSL)
jonathan.leedale@oldham.gov.uk

Nominated Senior Leaders in the absence of a trained DSL:

Kath Thomas - kath.thomas@oldham.gov.uk

Angela Preen - angela.preen@oldham.gov.uk

Richard Lord - richard.lord@oldham.gov.uk

Duncan Byers - duncan.byers@oldham.gov.uk

4.1 The Role of the Safeguarding Lead Staff

The role of the safeguarding lead staff is to:

- Assume overall responsibility for safeguarding and child protection for the organisation
- Help the rest of the organisation understand the key issues in relation to safeguarding within the arts, culture and education sectors
- Be a point of contact within the organisation for staff
- Be aware of local statutory safeguarding procedures and networks
- Oldham Safeguarding Children's Partnership (OSCP)
- Receive and assess CYP safeguarding information from Music Service staff
- Consult with the statutory agencies to discuss any doubts or uncertainty about the concerns for CYP
- Make a formal referral to a statutory child protection agency or the police without delay

- Consult with the Local Authority Designated Officer (LADO) within one day of a concern being raised

It is not the role of the Designated Safeguarding Lead to decide whether abuse has taken place. It is the Designated Safeguarding Leads' role to ensure that concerns are shared, and appropriate action taken.

The Designated Safeguarding Leads are responsible for:

- Monitoring and recording concerns
- Making referrals to Children's Services without delay
- Liaising with other agencies
- Arranging training for all Music Service staff

4.2 Staff Training

All staff will have access to training and updates as legislation and national policies are updated. This policy will be regularly updated by the Designated Safeguarding Leads and training needs audited annually. It is necessary to read and sign Keeping Children Safe in Education again as there is an update for September 2024.

The updated Keeping Children Safe in Education details the need for all staff to have received appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

4.3 Other Contact Details

Professionals working with a child or young person in a formal or voluntary setting and not a family member or member of the public can contact the Multi-Agency Safeguarding Hub (MASH) and ask to speak to the Duty Officer:

- Phone: on 0161 770 7777
- Email: child.mash@oldham.gov.uk
- [Use the Safeguarding referral form](#)

For urgent concerns outside office hours, you can call the Emergency Duty Team:

- Phone: 0161 770 6936
- or the Police on 101 (999 in emergencies).

If you suspect a child might be being abused but are not 100% sure, it is still best to make the call.

For any call raising concerns about a child, the Children's Advice and Duty Service will ask for:

- All of the details known to you/your agency about the child
- Their family composition including siblings, and where possible extended family members and anyone important in the child's life
- The nature of the concern and how immediate it is
- Any and what kind of work/support you have provided to the child or family to date

They will also need to know where the child is now and whether you have informed parents/carers of your concern.

Safeguarding advice can also be sought from the Safeguarding Advisor for Education:

Stacey Brackenridge

Office: 0161 770 8868

Mobile: 07753715566

Email: Stacey.brackenridge@oldham.gov.uk

4.3.2 Local Authority Designated Officer (LADO)

The role of the Local Authority Designated Officer (LADO) is to oversee and manage all allegations and concerns in respect to adults who work with CYP. The Music Service Designated Safeguarding Leads must consult with the LADO within one day of a concern being raised. There is always someone available on the below number during normal working hours. Any referral made to the LADO must be followed up in writing within 24 hours.

Oldham has two LADOs:

Colette Morris

Office: 0161 770 8870

Mobile: 07583 101 863

Email: colette.morris@oldham.gov.uk

Wendy Nicholls:

Office: 0161 770 0008

Mobile: 07974 619094

Email: wendy.nicholls@oldham.gov.uk

4.3.3 Single Central Record

The Senior Management team check the single central record regularly and keep a record of this check with the actions clearly identified. For this exercise the Single Central Record Checklist for Practice and Monitoring Form is used as recommended by NCC Safeguarding Team.

The Senior Managers are:

Dennis Hadfield, Deputy Head of Service, Designated Safeguarding Lead (DSL)
dennis.hadfield@oldham.gov.uk

Jonathan Leedale, Deputy Head of Service, Designated Safeguarding Lead (DSL)
jonathan.leedale@oldham.gov.uk



5. Response Procedure

5.1 What To Do Upon Suspicion or Disclosure

DO	DON'T
<p>Stay calm</p> <p>Listen, hear and believe</p> <p>Take what the person says seriously, recognising the difficulties inherent in interpreting what is said by a CYP with speech and/or hearing impairment, and/or differences in language</p> <p>Tell the CYP what you will do next and with whom the information will be shared</p> <p>Record in writing exactly what has been said using the young person's words as soon as possible</p> <p>Sign, time and date (DD/MM/YYYY) the report in ink</p> <p>Seek advice immediately from Music Service Designated Safeguarding Leads</p>	<p>Panic</p> <ul style="list-style-type: none">It is extremely unlikely that the CYP is in immediate danger <p>Probe for more information</p> <ul style="list-style-type: none">Questioning the CYP may affect how the disclosure is received at a later date <p>Make assumptions</p> <p>Paraphrase</p> <p>Offer alternative explanations</p> <p>Promise confidentiality or that everything will be okay</p> <p>Try to handle the disclosure alone</p> <p>Make negative comments about the alleged abuser</p> <p>Gossip with colleagues</p> <p>Ask the CYP to repeat a disclosure unnecessarily</p>

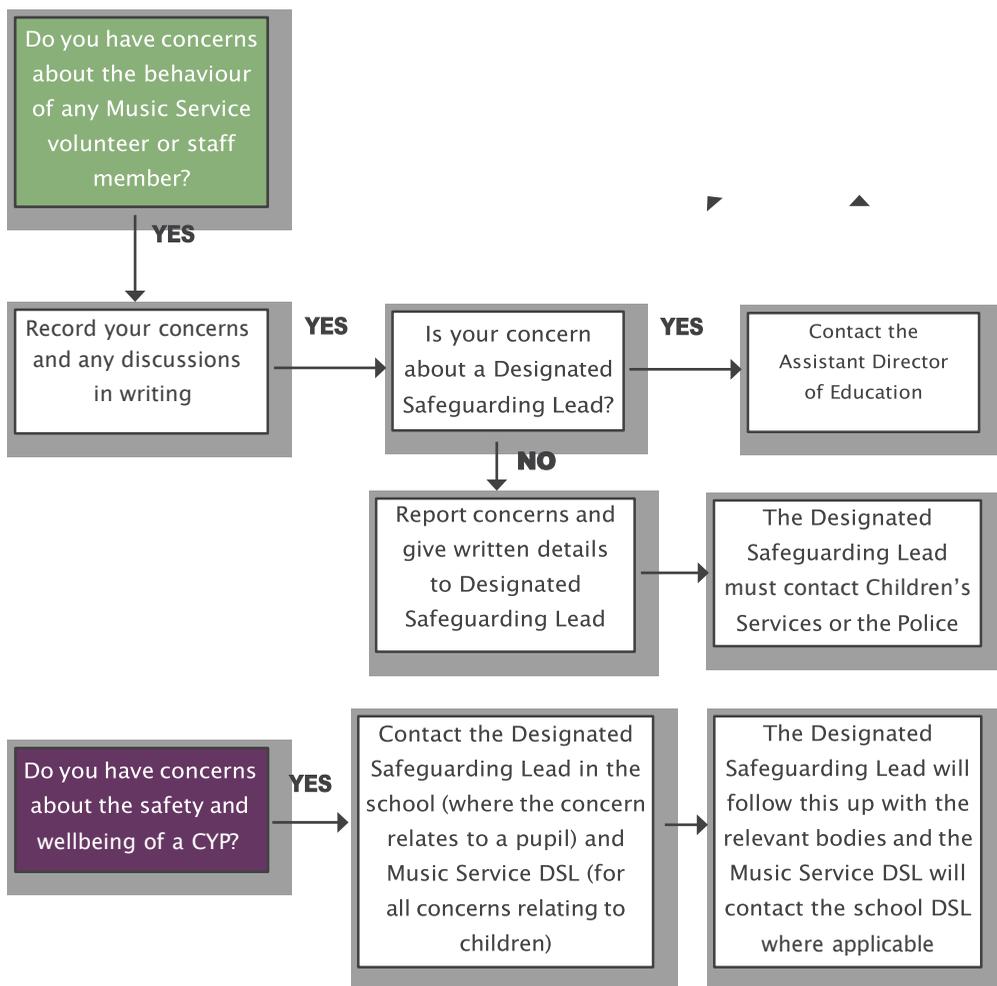
5.2 Reporting a CYP Safeguarding Concern

The Music Service will ensure and emphasise that all staff understand and know to share concerns immediately with Music Service Designated Safeguarding Leads.

It is the duty of anyone who works with CYP (whether directly or indirectly) to report disclosure of abuse. Staff should never try to deal with a suspicion, allegation or actual incident of abuse by themselves. It is not for staff to decide whether a suspicion or allegation is true. All suspicions or allegations must be taken seriously and dealt with according to this procedure.

Do not delay, do not investigate and always seek advice.

All Music Service staff including Designated Safeguarding Leads will deal with concerns using the following flowcharts for concerns detailing how a concern is to be reported and escalated:



5.2.1 Allegations of Abuse, Neglect or Exploitation

Allegations of abuse , neglect or exploitation made against staff or supply staff (historical or otherwise) carried out by any staff member will be taken seriously. When an allegation is received by one of the Designated Safeguarding Leads, the school in which the alleged abuse occurred will be notified and the Designated Safeguarding Leads will contact the Local Authority Designated Officer (LADO).

This initial conversation will establish the validity of any allegation and if a referral is needed. If so, a strategy meeting will be called which the Assistant Director of Education and Early Years and Designated Safeguarding Leads will attend. The strategy meeting will decide if the following is necessary:

- Children's social care investigation
- Police investigation
- Single agency (school) investigation

If the member of staff offers to resign, the allegation procedure will continue until a conclusion is reached.



6. Early Help Indicators

Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. All Music Service staff will be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

7. Confidentiality

Privacy and confidentiality should be respected where possible, but if doing this leaves a CYP at risk of harm then the child's safety must come first.

The right of a child to protection takes precedence over his/her right to confidentiality. If a Music Service staff member believes a child has been abused, neglected or exploited it must be reported. It is important to observe confidentiality within the Music Service. The Music Service will ensure:

- Confidentiality concerning the names of CYP or staff members about whom there are concerns
- All information on families/CYP is confidential unless there are safeguarding concerns whereby information must be shared to safeguard a child
- Any paper records obtained by the Music Service in relation to adults will be stored in a central, lockable cabinet (The government recommends that records should be kept for 6 years and then destroyed)
- Any electronic records will be password protected in compliance with the Data Protection Act 1998
- Both paper and electronic files will only be accessible to the Designated Safeguarding Leads

DSLs will keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This will include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme.

8. Teaching Outside of School Hours and/or School Setting

If a child safeguarding issue arises whilst delivering work at a school, the Music Service will defer to the school's safeguarding policy. The incident/s should be reported to the organisation's/school's named/designated safeguarding person in addition to the Music Service Designated Safeguarding Leads.

Under no circumstances should any staff member of the Music Service make private arrangements to teach pupils outside of a school setting. Pupils should not be taught in any residential setting at any time regardless of the situation (e.g. extra exam preparation etc.) If pupils are unable to have lessons during school hours, you must:

- Inform your Line Manager well in advance of the session so that an appropriate risk assessment can be created
- Have written consent from the parent/guardian of the young person
- Have access to means of calling for help in the event of emergencies

9. Transporting Students

Pupils should not be transported in staff cars except in exceptional circumstances and only when permission from the parent, Headteacher and the Assistant Director of Education and Early Years has been granted. In such an instance, wherever possible and practicable, it is advisable that transport is undertaken with at least one additional adult to the driver. Staff must ensure their vehicle is appropriately insured for Business use and that the car is fitted with age-appropriate car seats if necessary. In these instances, you must telephone the Instrument and Event's Co-ordinator to confirm departure and arrival.

10. Recruitment

An Enhanced DBS check, with children's barred list check, is always required when working in Regulated Activity with CYP. No Music Service staff should be working with CYP until a satisfactory DBS has been received.

Regulated Activity is defined as:

- Unsupervised activities: teaching, training, instructing, caring for or supervising CYP; providing advice / guidance on well-being, or driving a vehicle only for CYP

- Working for a limited range of establishments (specified places), with opportunity for contact. For example, schools, CYP's homes, childcare premises (but not work by supervised volunteers)

Activity is only defined as Regulated if done regularly. In this context, regular means carried out by the same person frequently (once a week or more), or on 4 or more days in a 30-day period (or in some cases, overnight)

The Music Service have updated our document retention and disposal policies in relation to the recruitment process to ensure compliance with data protection laws. This includes procedures for keeping documents which verify a candidate's identity, right to work, and required qualifications with a timeline not exceeding six months, for retaining copies of DBS certificates and records of criminal information disclosed by the candidate. A process has been created by the recruitment team to securely destroy these documents after the six-month period while maintaining a record of the vetting process, the result, and the recruitment decision.

The Music Service now incorporates online searches of shortlisted candidates into the recruitment process from a safer recruitment perspective. This search is carried out on publicly accessible social media platforms, blogs, or professional networks. We have developed a standard protocol for online due diligence checks to ensure that the process is consistent and fair for all candidates and the recruitment team will communicate clearly to shortlisted candidates about the potential of online searches as part of the recruitment process.



11. Online Safety

'Some 23% of 8-11s and 72% of 12-15s have a [social media] profile, with the number of profiles doubling between the age of 10 and 11 (21% to 43%) and increasing sharply again between 12 and 13 (50% to 74%). [CYP]'s use of social media is constantly evolving, and that brings both new opportunities and risks.' – Children and parents: media use and attitudes report, Office of Communication, 2015.

Ultimately, do not engage in any social media-based interaction. If there is any lack of clarity about online safety, please consult with the Designated Safeguarding Leads. It is important to keep CYP safe online.

The Music Service have reviewed and updated our filtering and monitoring procedures in relation to online safety when young people are utilising devices as part of their learning journey. If young people are utilising devices in Music lessons, this must be cleared with each individual school and setting to ensure that young people are not accessing any inappropriate content or material. The DSL has the lead role in managing online safety, ensuring we have clear procedures to address any safeguarding concerns and uphold our prevent duty obligations. If any staff members have any concerns in relation to keeping young people safe whilst utilising online teaching methods, then this should be addressed with both the school/setting and the Music Service DSL in the first instance.



11.1 Digital Interaction with CYP

Any communication between Music Service staff with CYP shall be professional in tone, content and intention. Think about how your personal social media networking affects the reputation of the Service. Use appropriate security and privacy settings on any personal Social Media Account. Please seek advice from the Designated Safeguarding Leads if you receive or notice postings of a sensitive nature.

The KCSIE 2020 update added an additional paragraph on pupils accessing music making digitally from home and there are links to information and support to keep CYP safe online.

To best protect yourself, CYP and the Music Service:

- DO NOT interact with members of the press
 - If approached by members of the press, please forward queries to the Assistant Director of Education & Early Years
- DO NOT post negative comments about any artists, players, performances, lessons, pupils, teachers, parents/guardians or schools
- DO NOT enter into discussion about national education policy or decisions that individual schools have made regarding their music provision
- DO NOT write negative comments about MPs or policy makers
- DO NOT comment on legal cases at any time
- DO NOT accept requests to connect from any students at all, regardless of age
 - Do be cautious about accepting requests from colleagues and/or parents/guardians
- DO NOT post photographs or videos to social media without permission from the Designated Safeguarding Leads
 - If approved, DO NOT identify/tag children in photos
 - DO NOT allow young people access to content that is not age appropriate

11.2 Appropriate Digital Sharing of Content and Images

The Music Service will ensure frequent moderation of shared digital content of CYP. All appropriate permissions must be sought before disclosing any information digital or otherwise about a project, programme or rehearsal.

11.2.1 Image Permissions for Photography and Videography for Projects in Schools or Institutions

To take or use images/videos of CYP participating in Music Service projects the Music Service will first gain the permission of parents/carers. In schools, the Music Service will ask the Headteacher to sign a form to declare that the Music Service has obtained the correct permissions. The following guidelines have been directed from *Developing a photography policy*, NSPCC, 2019.

- The Music Service will not use names in image/video captions. If a nametag is visible in the image/video, the Music Service will not use the image/video
- The Music Service will only use images of CYP in suitable clothing to reduce the risk of inappropriate use
- The Music Service will not use images accompanied by personal information as it could be used to learn more about a child prior to grooming them for abuse
- The Music Service will provide written expectations to photographers/press
- The Music Service will not allow photographers unsupervised access to CYP
- The Music Service will not approve photography sessions outside of a Music Service event
- The Music Service will store images/recordings of CYP securely

When requesting permission for use of an image/video the Music Service will indicate what purpose(s) they are to be used for and will state that the Music Service intends to use any image(s)/video(s) on file for future publications with the Music Service, with no limit on time. If the Music Service seeks permission for anything other than single use, the Music Service will ensure that an Image Consent Form specifies the variety of different media to be used, for example, printed publications, presentations, banners, social media and other marketing materials.

In accepting schools' declarations that they have sought and gained permission, the Music Service will be aware that a school cannot grant usage that contradicts that which they have gained from parents and carers. If the Music Service wishes to use the images/videos in ways that are not covered by the school's original consent form, the Headteacher will need to acquire further permission from parents and carers before granting this usage.

11.2.2 Photography and Videography Permissions for Public and Private Performances

The Music Service will use signage at all performances with a photographer or videographer present to make sure that all CYP and their responsible adult/carer are aware that their picture/image might be taken and used in the future by the Music Service. All Music Service staff and volunteers will be briefed before events and performances that have a photographer/videographer present. In the event that an audience member declines for their picture/image being taken or used by the Music Service, the audience member should then be pointed out by the Music Service staff to the photographer/videographer, and no longer photographed/filmed.



12. Types of Abuse, Neglect and Exploitation Relevant to CYP

The following is taken from Working Together to Safeguard Children, 2023, HM Government: Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. CYP may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another CYP.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

12.1 Physical Abuse

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.

12.2 Emotional Abuse

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

12.3 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving CYP in looking at, or in the production of, sexual images, watching sexual activities, encouraging CYP 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 CYP.

12.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers)
- ensure access to appropriate medical care or treatment.

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

12.5 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem, but music service staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a

mental health problem or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it is key that music service staff are aware of how these experiences can affect children's mental health, behaviour and education. Staff should act on any mental health concerns that are also safeguarding concerns by speaking to the DSL in the school where you are teaching about the individual and referring this to the Head of Music Service.

13. Additional Types of Abuse

The following is taken from Care Act 2014 – updated August 2024 (This document can be provided by the Designated Safeguarding Lead): Abuse is any behaviour towards a person that causes him or her harm, endangers life or violates their rights. It can happen to both men and women.

13.1 Physical Abuse Including:

Assault; Hitting; Slapping; Pushing; Misuse of medication; Restraint; Inappropriate physical sanctions.

13.2 Domestic Violence Including:

Psychological; Physical; Sexual; Financial; Emotional abuse; So called 'honour' based abuse. Domestic abuse can impact children if they witness it at home and/or suffer it in an intimate personal relationship, and there are links to additional information and support available on the DfE website. Keeping Children Safe in Education acknowledges the detrimental long-term impact that Domestic Abuse can have on CYP including where they hear, see or experience its effects.

13.3 Sexual Abuse Including:

Rape; Indecent exposure; Sexual harassment; Inappropriate looking or touching; Sexual teasing or innuendo; Sexual photography; Subjection to pornography or witnessing sexual acts; Indecent exposure; Sexual assault; Sexual acts to which the adult has not consented or was pressured into consenting.

13.4 Psychological Abuse Including:

Emotional abuse; Threats of harm or abandonment; Deprivation of contact;

Humiliation; Blaming; Controlling; Intimidation; Coercion; Harassment; Verbal abuse; Cyber bullying; Isolation; Unreasonable and unjustified withdrawal of services or supportive networks.

13.5 Financial or Material Abuse Including:

Theft; Fraud; Internet scamming; Coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions; The misuse or misappropriation of property, possessions or benefits.

13.6 Modern Slavery Including:

Slavery; human trafficking; forced labour and domestic servitude; traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment; (Read 'Modern Slavery: How the UK is Leading the Fight' for further information).

13.7 Discriminatory Abuse Including:

Harassment; Slurs or similar treatment: Because of race, Gender and gender identity, Age, Disability, Sexual orientation, Religion; (Read 'Discrimination: Your Rights' for further information).

13.8 Organisational Abuse Including:

Neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

13.9 Neglect and Acts of Omission Including:

Ignoring medical, emotional or physical care needs; Failure to provide access to appropriate health, care and support or educational services; The withholding of the necessities of life, such as medication, adequate nutrition and heating.

13.10 Self-Neglect:

Neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It should be noted that self-neglect may not prompt a safeguarding adult enquiry. An assessment should be made on a case-by-case basis. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support. Incidents of abuse may be one-off or multiple and affect one person or more. Repeated instances of poor care may be an indication of problems that are more serious and of what the Music Service now describes as organisational abuse.

13.11 County Lines:

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Signs of criminal exploitation and county lines include:

- Returning home late, staying out all night or going missing;
- Being found in areas away from home; Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained and/or persistent absences from education from school, college, training or work;
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you would not expect them to know
- Go missing from school or home and are subsequently found in areas away from their own
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim
- Coming home with injuries or looking particularly disheveled;
- Having hotel cards or keys to unknown places

13.12 Child Criminal Exploitation(CCE)/Child Sexual Exploitation(CSE):

These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources

In some cases, the abuse may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person.

13.13 Harmful Sexual Behaviour:

Children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

We will work with other agencies as required to respond to concerns about sexual violence and harassment when staff have any concerns. Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of Harmful Sexual Behaviour and/or referral to The Harbour Centre Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past.

The assault does not have to have taken place in Oldham, but the victim must live in Oldham to access support. The SARC also has a 24/7 helpline (01603 276381) if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website: theharbourcentre.co.uk.

13.14 Radicalisation:

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs do not necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. Following the KCSIE update there has been more guidance issued around radicalisation of CYP which can be accessed via the KCSIE document in due course.

14. Supporting the Pupil at Risk

The Music Service will endeavour to support pupils through the content of the curriculum to encourage self-esteem and self-motivation and an ethos that promotes a positive, supportive and secure environment and gives pupils a sense of being valued. The Music Service will liaise with other agencies who can support students such as Children's Services, Child & Adolescent Mental Health Services, Educational Psychology & Specialist Services, Behaviour Support Services and the Attendance and Exclusions Service.

15. Whistleblowing Policy

As a person working for the Council you may be the first to realise that there could be something seriously wrong within the Council. However, you may feel that speaking up would be disloyal to your colleagues or to the Council. You may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Council is committed to the highest possible standards of openness, integrity and accountability. We expect employees, and others that we deal with, who have serious concerns about any aspect of the Council's work to come forward and voice those concerns.

The purpose of this Policy and the accompanying Whistleblowing Procedure is to make it clear that you can raise your concerns in confidence without fear of victimisation, subsequent discrimination or disadvantage. The Council encourages you to raise serious concerns in the first instance within the Council rather than overlooking a problem or 'blowing the whistle' outside, and we would rather that you raised the matter when it is just a concern rather than waiting for proof.

You should continue to raise appropriate concerns with relevant external agencies such as the Health and Safety Executive, the Audit Commission, and utility regulators.

The Policy and Procedure applies to all employees and those contractors working for the Council, on Council premises, for example, agency staff, builders and drivers. It also covers suppliers and those providing services under a contract with the Council in their own premises, for example, care homes, or in the premises of another contractor, including construction and other sites. The Policy also applies to organisations working in partnership with the Council.

The Policy has been prepared in response to the Public Interest Disclosure Act 1998, in accordance with Government guidance on the issue and has been discussed with the relevant trade unions and has their support. The Procedure has the full support of the Joint Consultative and Negotiating Committee and Unison. Any changes, other than statutory, will be referred to the Joint Consultative and Negotiating Committee for consultation. The Policy has been formally adopted by the Council and publicised widely to all those who may wish to use it.

The Council recognises employees may wish to seek advice and be represented by their trade union representative when raising a concern under the Policy, acknowledges and endorses the role trade union representatives play in this area. Trade union representatives acting in accordance with the Policy and Procedure will not suffer detriment in their employment with the Council.

15.1 The Policy Aims

This policy aims to:

- Encourage you to feel confident in raising serious concerns and to question and act upon concerns;
- Provide avenues for you to raise those concerns and receive feedback on any action taken;
- Ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied;
- Reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have raised any concern in good faith.

There are existing procedures in place to enable employees to lodge grievances relating to their employment. The Whistleblowing Policy is intended to cover concerns that fall outside the scope of other procedures, including the corporate complaints procedure. This Policy therefore includes your concerns about:

- Conduct which is an offence or a breach of law
- Harassment of others
- Sex, race or disability discrimination against others
- Disclosures related to miscarriages of justice
- Health and safety risks, including risks to the public as well as other employees
- Damage to the environment
- The unauthorised use of public funds

- Possible fraud and corruption;
- Sexual or physical abuse of clients;
- Breaches of the Council's Standing Orders, and policies;
- Anything that makes you feel uncomfortable in terms of known standards, your experience or the standards you believe the Council subscribes to; or
- Other unethical or improper conduct (not otherwise included in this list)
- Concealing information about any of these matters
- Complaints relating to harassment of, or discrimination against, you will be dealt with under the specific procedures relating to those matters.

The Policy applies to service provision, the conduct of Officers, Members, or others acting on behalf of the Council. It should be emphasised that this Policy is intended to assist individuals who have discovered malpractice or serious wrongdoing, provided they make the disclosure in accordance with the Policy. It is not designed to question financial, or business decisions taken by the Local Authority, nor may it be used to reconsider any matters that have already been addressed under the harassment, complaint or disciplinary procedures. Individuals who make disclosures outside the arrangements set out here will not be protected under this Policy and may not be protected under the Act.

15.2 The Council's Promise To You

The Council is committed to good practice and high standards and wants to be supportive of employees and others who work for the Council.

The Council recognises that the decision to report a concern can be a difficult one to make. If you raise your concern based on reasonable belief and in good faith, you have nothing to fear because you will be doing your duty to your employer and the public and The Public Interest Disclosure Act 1998 will protect you from dismissal or other detriment. If your concern is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

The Council will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith, even if you are genuinely mistaken in your concerns. Any harassment or victimisation of a whistle-blower may result in

disciplinary action against the person responsible for the harassment or victimisation.

15.3 Confidentiality

Any investigations into allegations arising from your whistleblowing will not influence or be influenced by any other personnel procedures to which you may be subject.

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. If we are not able to resolve your concern without revealing your identity (e.g. because your evidence may be needed in Court), we will discuss this with you.

15.4 Anonymous Allegations

This policy encourages you to put your name to your allegation whenever possible. Concerns expressed anonymously are much less powerful but may be considered by the Council taking into account:

- The seriousness of the issues raised
- the credibility of the concern; and
- The likelihood of confirming the allegation from attributable sources.

The Head of Democratic Services will decide in each case whether a complaint made anonymously should be investigated.

15.5 The Responsible Officer

The Head of Democratic Services and the Head of Legal, (the Council's Monitoring Officer), have overall responsibility for the maintenance and operation of this Policy. The Head of Democratic Services will maintain a record of concerns raised and the outcomes (but in a form which does not endanger your confidentiality) and will report as necessary to the Council, or the Standards Committee of the Council.

16. Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map on the following pages should be used.

Any concerns should be reported and recorded without delay to the Designated Safeguarding Leads.

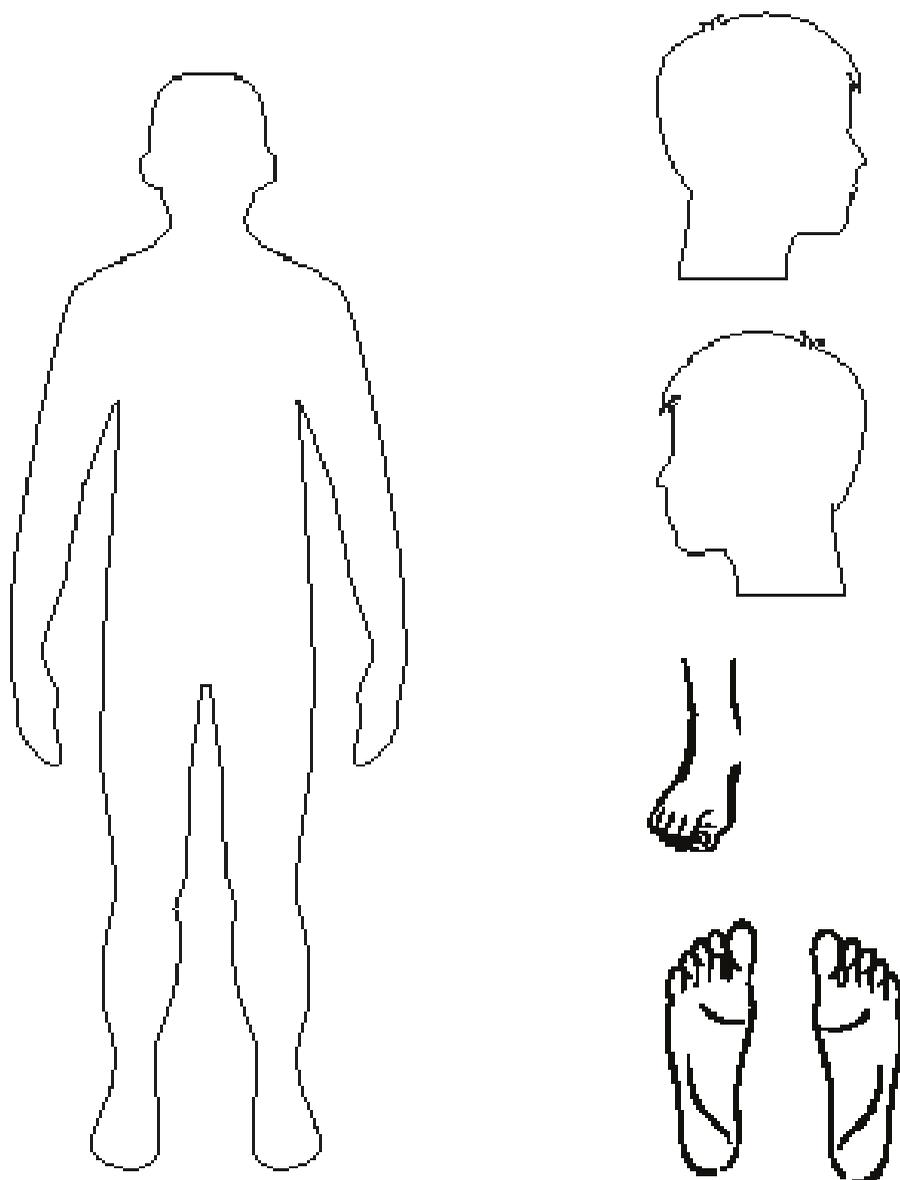
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury – in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Has First Aid been provided?
- Colour of injury – if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

The date and time of the recording must be stated as well as the name and designation of the person making the record.

Add any further comments as required.

Music Service Safeguarding Body Map Disclosure





Name of Pupil:

Date of Birth (if known):

Name of Worker & Job Title:

Date Recorded:

Observations:

Appendix: Summary of Changes – August 2024

The new version of KCSIE came into force on 1 September 2024 with many of the changes in place to bring KCSIE in line with the new working together to safeguard children 2023 guidance. The changes relevant to the Music Service safeguarding policy are as follows:

Part 1: Safeguarding information for all staff

1. An updated definition of safeguarding – safeguarding and promoting the welfare of children is now defined as:
 - o Providing help and support to meet the needs of children as soon as problems emerge
 - o Protecting children from maltreatment, whether that is within or outside the home, including online
 - o Preventing the impairment of children’s mental and physical health or development
 - o Making sure that children grow up in circumstances consistent with the provision of safe and effective care
 - o Taking action to enable all children to have the best outcomes

2. An updated list of early help indicators – we should now also be alert to any child who:
 - o Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - o Has a parent or carer in custody (previously it was ‘family member in prison’), or is affected by parental offending
 - o Is frequently missing/goes missing from education, home or care

New wording and changes in terminology

- When referring to ‘abuse and neglect’, the guidance now also includes ‘exploitation’ throughout
- The definition of abuse now also has ‘including where they see, hear or experience its effects’ in relation to domestic abuse
- ‘Unexplainable and/or persistent absences from education’ has replaced the phrase ‘deliberately missing education’ when referring to safeguarding

issues

- 'It is important that when staff have any concerns about child-on-child abuse they should speak to their DSL' – replacing the terminology 'if' staff have concerns
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE 'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'

Part 2: The management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated but remains under review until the response to the gender questioning children consultation and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

It is important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Part 3: Safer recruitment

There are no changes to this section.

Part 4: Safeguarding concerns or allegations made about staff

There are no changes to this section.

Part 5: Child-on-child sexual violence and sexual harassment

Updated definition of early help

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'

Statistic clarification

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456)

Annexes: Other relevant changes

Preventing radicalisation

- The section on preventing radicalisation is still under review after the government published [a new definition of extremism](#) on 14 March 2024 – this will be updated in due course.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There is a small update to the indicators of county lines. Be aware of children who:

- Go missing from school or home and are subsequently found in areas away from their own
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim

Role of the Designated Safeguarding Lead

Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

Holding and sharing information

- DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
 - o This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme

RECORD OF CONCERN **Part 1 – for use by any staff**

Student's Name:	Date of Birth: Class/Yr:
School:	
Date & Time of Incident:	
Date and time concern recorded:	
Incident: Record the following factually: <ul style="list-style-type: none">• Who:• What – if recording a verbal disclosure by a child, use their word:• Where:• When: (day and time)• Were there any WITNESSES:	
What is the students account and/or perspective?	
Any other relevant information (distinguish between fact and opinion): *E.g., previous concerns	
Who have you reported this to?	
Your name: Job Title: Signature:	

~ Check to make sure your report is clear to someone else reading it ~

Please pass this form to your Designated Safeguarding Lead.

Part 2 – for use by DSL

Time and date information received and from whom:	
Any advice sought (if required):	Date, time, name, role, organisation & advice given:
Action Taken (including rationale for decision making)	Referral to children’s social care/monitoring, advice given to appropriate staff or EHA with reasons: Note time, date, names, who the information was shared with etc.
Parents/carers informed.	Yes/No Reasons:
Outcome	Record names of individuals & agencies who have given information regarding outcome of any referral (if made):
Additional Information	Where can additional information regarding the child/incident be found (e.g. student file, serious incident book etc.)
School informed.	Yes/No Reasons:

Should a concern or confidential file be commenced*	<p>*If there isn't already one in place:</p> <p>Yes/No</p> <p>Why – state reasons:</p>
Signed	
Print Name	
Date	