



Chetham's  
School of Music

**CHILD PROTECTION (SAFEGUARDING) POLICY AND PROCEDURES –  
Internal Procedures and Staff Guidance**

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The Designated Safeguarding Lead (DSL), is **Mrs Barbara Owen, (DSL)** The role of the DSL is outlined in Appendix 5. She is Head of Compensatory Education, SENCo and a member of the Senior Management team. Her Deputies are Ms Carolyn Rhind (Deputy Head Pastoral, whose role includes the specific oversight of Looked After Children (LAC), and Mr Ian Mayer (Music Department Manager) - Deputy DSL with responsibility for Music (Dep DSL Music). Mrs Owen, Ms Rhind and Mr Mayer are trained in Child Protection and Inter-Agency Working.

Chetham's has a **Safeguarding Committee** with the specific remit to monitor and review Safeguarding and Child Protection. Meetings take place termly and the members include: Chair of Governors, School Governors, Head, Director of Music, DSL and Dep DSLs, Senior House Parent & the Independent Listener. The School's **Safeguarding Commission** is an independent body which has oversight of Safeguarding and Child Protection at Chetham's.

**Safeguarding or Child Protection? Safeguarding.** and Child Protection are often used interchangeably but they have different meanings.

**Safeguarding** is what we do for all students to ensure we promote their welfare.

**Child Protection** refers to the procedures we use for children at risk of significant harm or who have been harmed. We have a duty to ensure our students are safeguarded, identify vulnerable students and if necessary consider Early Help from local agencies to support this process. This process could be prompted by submission of a Concern Form.

## **1. PURPOSE OF THE CHILD PROTECTION POLICY**

- 1.1 The purpose of this guidance is to provide information on the School's procedures in the key areas of Child Protection work within Chetham's School of Music. It is a supplement to the City of Manchester Safeguarding Children Board, (MSCB)<sup>1</sup> procedures. The School is committed to ensuring the development of excellent practice and procedures to support the best interests of children in need and children at risk of harm, i.e. all Child Protection concerns and referrals may be expedited in a sensitive and professional manner which will support the needs of all our students (including those who are over 18yrs old).
- 1.2 The School recognises the contribution it can make to protect and support students. We take all abuse seriously and in particular any abuse which deliberately targets students who are vulnerable because of any disability. The DSL, who is also the Head of Compensatory Education, raises staff awareness of students who may be more vulnerable due to Special Educational Needs/Disabilities and/or English as a Second or Additional Language, or young carers. Boarding House Staff have received specific training so that the provision and care of these students is seamless from working hours through to evenings/overnight. All staff need to have this awareness and not make assumptions about students with SEND when dealing with behaviour, mood or response to illness/injury and be aware that communication barriers may be exacerbated by specific situations. This policy and its procedures apply wherever staff or volunteers are working with students even when this is away from the School, for example on an educational visit.
- 1.3 Any weaknesses or deficiencies identified in the Policy and Procedures will be remedied immediately.
- 1.4 There are three guiding principles to the Policy
  1. **Prevention** – by providing a positive atmosphere in School, teaching and pastoral support to students.
  2. **Protection** – by following agreed procedures, staff, responding sensitively and swiftly to CP concerns.
  3. **Support** – for students and for staff.

1.5 Chetham's endeavours to: establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to; ensure that the students know that there are adults in School who they can approach if they are worried or in difficulty; include in the curriculum activities and opportunities for equipping students with the skills they need to stay safe from abuse. The School also has an Independent Listener whom students can contact if they are worried or need to talk. The Independent Listener is not an employee of the School<sup>2</sup>. Early help, as outlined in Chapter 1 of Working Together to Safeguard Children 2015 (WTSG), involves multi-agency work as a means of providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, e.g. if it is provided as part of a support plan where a child has returned home to their family from care. Effective early help relies upon the School and local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child

1.6 *The Missing Student Procedure* – see Policy Folder on Intranet, outlines our practice if any student is missing from School, without authorisation, in any way at any time.

*The School's Behaviour Policy* contains guidance about restraint of students and use of reasonable force.

**Role of the DSL** see Appendix 5 for further details

1.7 It is the specific role of the DSL with her deputy DSLs, and the Head to ensure that:

- Child Protection procedures are followed by all employees, (all of whom are referred to as staff); including the Head, members of the Governing Body, volunteers, non-employed temporary staff;
- Staff are subject to enhanced DBS and other regulatory checks, in line with safer recruitment practices;
- The DSL and Deputy DSLs' training is updated at least every two years with interim updates regarding child protection and inter-agency working (training is accessed via various continuing professional development conferences, eg Boarding Schools Association and Manchester inter-agency training); interim updates are highlighted through Independent School Council, Local Authority and professional guidance
- The DSL maintains strong links with outside agencies to ensure any issues are investigated expeditiously;
- Staff are offered the necessary advice and support;
- The Governing Body is kept informed of child protection issues via regular meetings with Pauline Newman, the member of the Governing Body with oversight for child protection<sup>3</sup> and as a member of the Safeguarding Committee;
- Reports covering Safeguarding, Child Protection and e-safety committee meeting minutes are presented at the Safeguarding Committee's termly meetings.

## **Training**

- 1.8 All new members of staff receive induction training from the DSL at the point of employment, or before. Existing staff have their training up-dated annually. This training programme includes any temporary non-employed and voluntary staff who may be required to work with students and such staff are made aware of the School's arrangements prior to working with students. The training includes: the School's Child Protection (Safeguarding) Policy; the staff Code of Conduct; the identity of the DSL and Dep DSLs; a copy of Part 1 of *Keeping Children Safe in Education, 2016, Annex A and PREVENT 2015*. Whistleblowing training is delivered during the HR induction and referenced in the Safeguarding Training along with the Acceptable Use Policy (AUP). Students their own AUP, lessons in Personal Social and Health Education (PSHE) and age appropriate Handbooks. The Prefects and Guardian Angels receive training regarding the appropriate action they should take if they have concerns, or receive any allegations of abuse. Developments/changes will be passed on to staff as soon as possible. Training meets the Manchester Safeguarding Children Board procedures and a previously nominated person from Manchester City Council chairs the Safeguarding Committee
- 1.9 As from September 2012 a copy of '*Guidance for Safer working Practice for Adults who work with Children and Young People in Educational Settings*' (Oct 2015) is emailed (or given as a hard copy) to all staff following training. As part of the detailed safeguarding training with the DSL, new staff are required to read the *Child Protection and Safeguarding Policy, Code of Conduct for Staff* (See Appendix 4) and Part 1 and Annex A from KCSIE and to return the completed 'sign off' slip to the School Administrator. All school based training is recorded via the School Administrator on SIMS and by the H.R. Officer on personnel files.

## **Safer recruitment**

- 1.10 The School ensures that safer recruitment is practised in checking the suitability of staff and volunteers (including members of the Governing Body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in the Education (Independent School Standards) (England) Regulations 2015 and the National Minimum Standards for Boarding Schools (2015), *Working Together to Safeguard Children (2015)*, *Keeping Children Safe in Education (2016)* which as a reference point includes *Government advice on 20 areas of abuse*.
- 1.11 The School ensures all job advertisements signpost our overarching commitment to safeguarding children. This includes the need to: be committed to safeguard and promote the welfare of students; undertake regulatory checks with the Disclosure and Barring Service (DBS) and check Right to Work in the UK, satisfactory references and appropriate qualifications before appointments are confirmed; ensure safer recruitment interviews, and appropriate safeguarding training take place. Our procedures include evidence of identity, previous employment history, barred list check, medical fitness and supervision for a person starting work before issue of DBS certificate, interview arrangements. Further information can be found in the School's Safer Recruitment Policy. Training is delivered giving clear guidance to ensure that staff behaviour and actions do not place students at risk of harm. Guidance is given to staff about protecting themselves from allegations of harm to a student. Areas covered include one-to-one lessons (instrumental and any other), sports coaching, engaging in inappropriate electronic communication, taking a student in a car and, abiding by the School Code of Conduct.

- 1.12 The School will ensure that when students are off site on School business (e.g. when visiting another institution for a masterclass etc), that risk assessments and supervision arrangements will be put in place as appropriate. These arrangements will cover any instances where adults (either employed or used on a self-employed basis by another organisation/institution) are working directly with the School's students. These will incorporate and balance child protection checks and procedures practical for each situation, given the broad range of external opportunities essential to the school's specialist nature and mission statement.
- 1.13 Staff family members who are 16 or over and residing on School premises are required to have a DBS check and an appropriate level of training about safeguarding.
- 1.14 Updates of advice are disseminated via Chetham's email and to non-employees as appropriate. Instrumental tutors with '0' hours will be updated (both DBS and CP training) if/when they take up tuition hours after a period of absence.
- 1.15 The School will provide immunity from retribution or disciplinary action for 'whistle blowing' in good faith. The Whistleblowing Policy is available on the Staff Intranet or on request as a hard copy. Students may post concerns on the 'Be Safe' notification route on the orange drop down menu on their individual intranet log-in page, or in the 'post box' by the exit to the School Library.

## **2. RECOGNITION/SIGNS OF ABUSE**

- 2.1 Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have a responsibility in recognising and responding to child abuse. **Appendix 1** and the MSCB<sup>1</sup> information provide lists of warning signs of the different areas of abuse. All staff should make themselves aware of these. They should however bear in mind that these lists are not exhaustive. Training needs should be raised so that they can be appropriately met and reviewed. Recognition/signs of abuse will be covered in the staff training sessions. Clear descriptions of the four main areas of abuse:

2.1.1 physical

2.1.2 sexual

2.1.3 emotional and

2.1.4 neglect

as well as information on CSE, CME, FGM, FBV and PREVENT are delivered during training.

KCSIE 2016 identifies the following aspects of Safeguarding and Promoting Welfare of Children:

- protecting children from maltreatment, including abuse and neglect
- preventing impairments to their health and development
- ensuring that they are safely and effectively cared for, and
- taking action to ensure that they have the best outcomes.

### **2.2 Guidance for Staff about the Signs, Symptoms and Effects of Child Abuse**

The term 'child abuse' is used to describe a range of ways in which people harm children and young people (NB. this continues to apply to our older students even

though they are legally classed as adults). Harm can be in the form of physical injury, sexual or emotional abuse or neglect. **Appendix 1**

Please note:

- 2.2.1 Young people can suffer from one or a combination of these forms of abuse;
- 2.2.2 Abuse can take place in the home, at school or anywhere where young people spend their time;
- 2.2.3 It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs;
- 2.2.4 In most cases, but not always, the abuser is someone known (and often trusted) by the child.

### 2.3 **The Effects of Child Abuse**

Children are confused and frightened by abuse. Often, but not always, the abuser is known to the child. The abuser could be someone who loves and cares or who is loved or cared for by the child. They do not know where to turn for help or whom they can trust. The effects of abuse are wide ranging and often profound. They vary according to the individual child, the context of the abuse and how long it has gone on, but can include:

- 2.3.1 Behavioural concerns, for example being either aggressive or withdrawn in school;
- 2.3.2 Educational concerns, for example difficulty in concentrating and/or under-achieving;
- 2.3.3 Mental health concerns, such as depression;
- 2.3.4 Relationship difficulties;
- 2.3.5 Being smelly, unkempt or emaciated as a result of neglect;
- 2.3.6 Drug and/or alcohol misuse;
- 2.3.7 Suicide or other self-harm;
- 2.3.8 In extreme cases, death following abuse.

Many abused young people become withdrawn, introverted and depressed, making it harder for others to help. Young people who have been abused often suffer from low self-esteem and this can result in sexually acting out behaviour in an attempt to gain affection or to please in an inappropriate way. When adults or other young people treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and, sadly, many victims of abuse also endure a sense of guilt, believing that they themselves caused the abuse to take place.

**Fortunately, children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognise signs of child abuse at the earliest opportunity so that harm can be stopped and the damage can start to be repaired.**

**2.3.9 Where there are concerns about a child's safety, neither parental nor student consent is needed in order for a referral to be made.**

### **3. HOW TO RESPOND IF A STUDENT DISCLOSES ABUSE**

#### **Dealing with disclosures in School**

If a student discloses harm to any staff member it must be remembered that the school role is **to recognise and refer abuse, not to investigate**. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &/or Social Services and to ensure that the student is not placed in the stressful position of having to repeat their story over and over again.

'Tell', 'Explain' and 'Describe' ('TED') is a useful reminder when receiving a disclosure. If it is necessary to seek further clarification, staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the student is at risk of harm. Once clarification is achieved, no further questions should be asked. At this point the member of staff must make immediate contact with the DSL or, in her absence, a Deputy DSL or the Head.

*(See also 'Ten Tips Card' and the Concerns and Allegations Flowchart (**Appendix 2**) and Concern Form (**Appendix 3**) - also available in Houses, Staff Rooms, Medical Centre, Head's Office, Music Office, Bursar's Office, General Office, Domestic, Maintenance, Security and Sodexho. The forms are also available on the School intranet - in the Child Protection and Safeguarding Policy, and likewise on the School Website.)<sup>5</sup>*

3.1 It is important to reassure students if they present with any of the effects of child abuse. Young people often feel that it is their own fault. It isn't. No-one has the right to abuse a young person, including their boyfriend or girlfriend. If the young person speaks out about it, we can listen and help by following the guidelines below:

3.1.1 **Stay calm**

3.1.2 **Do not offer false confidentiality** – staff have a legal duty to ensure abuse is reported and must ensure that students know anything they tell us that has implications for their safety or others' safety, cannot be kept secret. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets. If it is a student making the disclosure tell them the matter will only be disclosed to those who need to know about it. Tell them what you will do next, and with whom the information will be shared. Remember, tell the student that the only way it can be stopped is if it is shared with the right people.

3.1.3 **Give time and attention** - students may not choose the most 'convenient' time to disclose the abuse, it is important you show the student that what they are telling you is important.

- 3.1.4 **Allow the student to give a spontaneous account** - at **no** time should staff attempt to offer discussion or attempt to question the student, this will corrupt evidence. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- 3.1.5 **Listen carefully, record objectively** – It is important to hear what the student is saying and record it in their own language without allowing your emotions to add or subtract from the disclosure.
- 3.1.6 **Do not investigate or question the student** – specially trained police officers and social workers will do this if necessary. Repeated questioning about abusive incidents can be traumatic for the student and in itself abusive: it can also devalue the student’s statement from an evidential point of view.
- 3.1.7 **Empathise** - try to understand the student’s feelings about what has happened rather than impose your feelings on them.
- 3.1.8 **Reassure the student** - they were right to tell, they have done nothing wrong and inform them of what you are going to do next.
- 3.1.9 **Record** Make a written record as soon as possible of what was said, using the person’s own words, – note the date, time, any names mentioned and to whom the information was given. The School’s Safeguarding Concern Form (*at **Appendix 3***) MUST be used (but you can append your notes to it). Contemporaneous reports carry more weight. Sign and date the record and ensure that the DSL (or Head or Chair of the **Governing Body**, where appropriate) has been informed and has received the record without delay. It is important that notes are factual and not opinion. These records may form part of the evidence in any subsequent investigation or trial. The importance of staff following procedures to ensure evidence is not corrupted is essential. Please note the Flow Charts on p21-24.
- 3.1.10 **Do not ask the student to remove any item of clothing** in order to show you signs of abuse, instead arrange to go to the Medical Centre.

**3.1.11 It is the responsibility of all staff to be vigilant about and act upon possible signs of abuse and to refer any concerns about a member of staff or volunteer’s behaviour: (Subject of concern)**

<b>Subject of concern</b>	<b>Main contact</b>	<b>Standby contact</b>	<b>Contact LADO?</b>
Staff, DSL or volunteer	Head	Chair of Governors	Yes
Head	Chair of Governors	Chair of Safeguarding	Yes
Anyone else	DSL	Dep DSL	Probably not

**Anyone can make an immediate referral to Children’s Social Care (see contact below) and/or the Police.**

**Do not tell the subject of the concern that information is being referred. It is important not to tell the person under suspicion that the matter is being referred this will be handled by the relevant authority.**

See section 4 below for full details of the procedures for allegations against staff.

If a student from **overseas** makes a disclosure about abuse which has taken place in their home country or abroad, it is still important to pass this information to the DSL.



Contact will be made with the local authority as soon as practically possible and in any event within 24 hours of the receipt of a disclosure following the procedures set out in sections 4, 5 and 6 below. In cases of serious harm the police will be involved immediately.

In the unlikely event that the usual reporting routes are not possible, the latest DfE guidance, *Keeping Children Safe in Education*, KCSIE 2016, is to contact Children's Social Care through the Contact Centre (0161- 234 5001) or NSPCC Helpline (0808 800 5000) or 101 (non-emergency Police) or 999 (Police emergency) without hesitation.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral or, if dissatisfied with the speed or action taken by the person to whom it has been referred, may escalate a concern.

#### **4. ALLEGED OR SUSPECTED ABUSE BY TEACHERS AND OTHER STAFF AND VOLUNTEERS**

- 4.1 The School's procedures for dealing with allegations against staff and volunteers follow the DfE guidance *Keeping Children Safe in Education (2016)*.

##### **The School's procedures**

- 4.2 Staff have an overriding responsibility to adhere to the principles of the Children's Act, ie:

*'The Student's Welfare is the paramount consideration'.*

- 4.3 Staff have a legal duty to report allegations and suspicions, to ensure they are fully acted upon in line with Local Safeguarding Children Board (LSCB) procedure, and appropriate steps are taken to promote the welfare of students and protect them from harm. *Staff must not abuse their position of trust.*
- 4.4 It is fully appreciated that a member of staff who receives an allegation of abuse or suspects that a colleague is abusing a student in our care may experience shock and disbelief. A properly conducted, thorough investigation in line with LSCB procedures provides the best protection for staff against allegations.
- 4.5 The criteria for dealing with an allegation under these procedures are that a person has:
- 4.5.1 **Behaved in a way that has harmed, or may have harmed a child;**
  - 4.5.2 **Possibly committed a criminal offence against, or related to a child;**
  - 4.5.3 **Behaved towards a child/children in a way that indicates s/he would pose a risk of harm if s/he works regularly or closely with children.**

##### **Reporting an allegation against staff or volunteers**

- 4.6 The action of staff involved at the early stages of any allegation is a key element in ensuring the investigation procedure is conducted properly. The key points relative to allegations against staff (this includes any allegations made against the DSL or Dep DSLs) are summarised below:
- 4.6.1 The member of staff receiving an allegation should treat it as a disclosure and pay heed to the steps outlined in section 3 above. These steps should

be followed very closely to ensure the information is presented openly and without prejudice to external authorities to ensure a thorough and open procedure takes place in the best interests of all concerned.

- 4.6.2 The member of staff should record everything that has been said in a report. The School's Safeguarding Concern Form (contemporaneous notes can be appended to the form at **Appendix 3**) must be used for this purpose. This should include where possible, times and dates and places of the alleged incident and names of any potential witnesses, this must be from the student's/member of staff's account without any questioning.
- 4.6.3 The incident should be reported immediately to the Head, or in his absence the Chair of the Governing Body. Any allegation against the Head must be reported to the Chair of the Governing Body or the Chair of the Safeguarding Committee in his absence, without informing the Head of the action. The Chair and Chair of the Safeguarding Committee are contactable via the Bursar's office in her capacity as Clerk to the Governing Body.
- 4.6.4 If the student is injured in any way, appropriate emergency medical attention may be required via the Medical Centre, School G.P. or Accident and Emergency Unit. The alleged cause of the injury should be explained by the student, no opinions should be offered by the adult. This should not be confused with a medical examination for investigation purposes which must be carried out by an appropriately experienced paediatrician, not the GP or A and E consultant, and only after due consultation and authorisation.
- 4.7 The Head (or Chair of Governing Body, as appropriate) will contact the Local Authority Designated Officer, (LADO)<sup>4</sup> The concern will be referred to the LADO immediately and within one working day at the latest. The LADO and the Head will plan the next steps.

#### **Disclosure of information**

- 4.8 Professional bodies such as the Child Protection Unit, LSCB, Police, may be consulted to determine whether the allegation has sufficient substance to warrant the professional abuse procedures being activated. In keeping with inter-agency working and, after discussion and due consideration of the student's individual circumstances, the student's parents may also be informed. The responsibility for undertaking this task will be agreed between the Head, LADO, and DSL.
- 4.9 Specific arrangements will be made regarding disclosure of information by the Head, as agreed with the LADO and other agencies involved in the matter. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 4.10 Arrangements will be made to offer support to student(s) making an allegation and to any witnesses.

#### **Support**

- 4.11 The school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of

the case and to consider what other support is available for the individual, as appropriate.

- 4.12 Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Head. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 4.13 It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Head how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the MSCB.

### **Suspension**

- 4.14 Clearly there are circumstances where a member of staff may be suspended even when allegations are spurious or unfounded. Suspension will not be an automatic response to an allegation and will only be considered in a case where:
  - 4.14.1 there is cause to suspect a child or other children at the School is or are at risk of significant harm or
  - 4.14.2 the allegation is so serious that it might be grounds for dismissal.
- 4.15 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children.
- 4.16 Our Licence to Occupy document for resident staff states that all staff must vacate their accommodation following an allegation of abuse which results in suspension.
- 4.17 It should be emphasised that suspension does not automatically imply guilt; it can often be the most satisfactory way of protecting the member of staff, meeting the foremost requirements of protecting the student and facilitating the procedure.
- 4.18 In making this decision the Head and the LADO will carefully evaluate each situation on an individual basis. Certain circumstances will almost certainly lead to suspension. However, where first indications point towards the allegation being unfounded, full consideration will be given to other options.
- 4.19 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.
- 4.20 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the student[s] who made the allegation.

### **Ceasing to use staff**

- 4.21 A report will be made to the DBS within one month of any person (whether employed, contracted, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children/young people. If a member of staff (or a member of the [Governing Body](#) or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be pursued by the School in accordance with this policy and a report made to the DBS in appropriate circumstances at the Disclosure and Barring service (DBS): PO Box 181, Darlington DL1 9FA, telephone 01325 953 795. Reports should also be made to the National College for Teaching and Leadership - Helpline 0345 609 0009 (UK) if a teacher is dismissed or leaves for reasons related to unprofessional conduct or conviction for a related offence. The NCTL has the authority to place a Prohibition Order on any teacher found guilty of unacceptable professional conduct and/or conduct that may bring the profession into disrepute. Checks for Prohibition Orders are therefore made as part of our pre-employment checks.

### **Unfounded or malicious allegations**

- 4.22 Where an allegation by a student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 4.23 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the school or a member of staff unreasonably.
- 4.24 Whether or not the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

### **Record keeping**

- 4.25 Details of allegations found to be malicious will be removed from personnel records of the accused.
- 4.26 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- 4.27 An allegation that is unsubstantiated, unfounded or malicious will not be referred to in employer references of the accused.

## **5. ALLEGED OR SUSPECTED ABUSE CARRIED OUT BY A STUDENT OR YOUNG PERSON**

See MSCB<sup>1</sup> procedures.

- 5.1 Staff must be aware that there is a distinction to be made between what constitutes normal developmental exploration and student-to-student/peer on peer abuse (including but not limited to bullying and or cyber-bullying, gender based violence/sexual touching, assault, initiation and sexting). Peer on peer abuse will never be dismissed simply as 'banter' or 'part of growing up'. As appropriate, we shall refer to the DfE's 'searching, screening and confiscation' advice. A Senior House Parent will include this advice in training for the Boarding

Staff. If we consider the action is bullying we invoke the School's Anti-Bullying Policy. If there is any actual or suspected abuse we refer to MSCB by contacting First Response Consultation Line 0161-219-6191 immediately or for a referral to Contact Centre 0161-234-5001. In more serious cases the police should always be the first point of contact.

- 5.2 Allegations or suspected peer on peer abuse should always be reported to the DSL/Dep DSL who will then follow MSCB procedures. This includes abuse outside of School, inside of School and student on student abuse.
- 5.3 The welfare of all students concerned will be addressed. Steps will be taken to ensure the immediate protection of the alleged and other potential victims.
- 5.4 Further guidance about relationships between students is given in the School's Promoting Good Behaviour Manual.

## **6. ALLEGED OR SUSPECTED ABUSE BY ANYONE ELSE**

- 6.1 Staff must be alert to the vulnerability of the students in our care. Disclosure of any abuse should be handled following the guidance above. If there are allegations or suspicions that a student is being or has been abused, they should be immediately raised with the DSL.
- 6.2 Steps may be taken to secure the immediate protection of the student following MSCB procedures. If there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority children's social care services will be made without delay (and in any event within 24 hours).
- 6.3 If the initial referral is made by telephone, the DSL will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority children's social care services again.

**NB:** In cases of severe harm the police will be informed at the outset.

- 6.4 All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Action will be taken in such situations to alert the student's home local authority. A **child going missing from education** (CME) is a potential indicator of abuse or neglect including sexual exploitation, travelling to conflict zones, FGM and forced marriage and risk of going missing in future. All schools must inform their local authority of any student who is going to be deleted from the admission register where they:
  - have been taken out of school by their parents and are being educated outside the school system e.g. home education;
  - have ceased to attend school and their ongoing education choice has not been made known to us.
  - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
  - are in custody for a period of more than four months due to a final court order and the Head does not reasonably believe they will be returning to the school at the end of that period; or,

- have been permanently excluded.

The student's home local authority will be notified if the student is to be deleted from the School's register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. This compliance ensures the local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

In a situation where an overseas student leaves, mid-course, we shall make every effort to ensure we seek confirmation of this transfer from their intended institution. If we have not been informed of a future institution we shall endeavour to pass on our concern, as appropriate, to the young person's home authority and/or seek further information from their guardian.

6.5 The School recognises the four key areas of action in relation to the **Prevent Duty 2015**. These may be summarised as:

- Identifying the local risk
- Identifying students at risk
- Work in partnership with other agencies
- Keep students safe on line as this where much of the radicalisation takes place.

Specific training regarding including Workshops to Raise Awareness of Prevent (WRAP-3 and CHANNEL) from external agencies and within the School's ongoing update programme will enable us to be alert to radicalisation and respond appropriately to any concerns. The School has undertaken a risk assessment as described in the PREVENT duty (posted on School intranet).

The Prevent duty on schools is set out in the Counter Terrorism and Security Act 2015

We are in a PREVENT Priority area. This duty falls under Safeguarding

There is no single profile so it can be any age or background

CONTEST Prevent-Pursue-Protect-Prepare

CHANNEL – early identification with the follow up to protect and divert away from the risk of being drawn into terrorism.

WRAP – Workshop Raising Awareness of PREVENT – using existing professionals to identify those at risk and take appropriate action.

4 PREVENT duties for schools

Chetham's has an extensive Risk Assessment which covers:

Visiting speakers

Working in partnership with CHANNEL

Staff training to identify students at risk

Protecting staff and students via IT policies Social Media. Appropriate network filters are in place and students receive regular guidance and tuition about on-line safety (Digital Citizenship) specifically through assemblies, PSHE, IT lessons and Tutor groups. There is a very active e-safety committee.

**The Anti-Terrorist Hotline telephone number is: 020 7340 7264**

**Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)**

## 7. **CIRCLE OF CARE**

Together with the student, the DSL will appoint a 'Circle of Care' This will be a small number of appropriate adults who will have a greater knowledge of the concern and take on the responsibility of providing support for the student. It is

rarely necessary for a wider number of staff to have this level of knowledge. The Independent Listener may also be an appropriate contact for the student.

## **8. MONITORING AND EVALUATION**

- 8.1 The Governing Body undertakes an annual review of the Policy and Procedures and of the efficiency with which the related duties have been discharged.
- 8.2 The DSL presents three anonymised reports per year to the Governing Body for information and review and meets regularly with the designated member of the Governing Body.
- 8.3 In addition, the Safeguarding Committee of the Governing Body, carries out the front line scrutiny of the DSL and Dep DSLs' work and records; including referrals to external agencies; and the regular recorded meetings between the DSL and the Member of Governing Body with responsibility for Safeguarding. The Safeguarding Commission's role is to oversee the School's Child Protection and Safeguarding.



Signed

Governing Body

Malcolm Edge, Chair of

Date of policy review: 28 September 2017

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<sup>1</sup>Chetham's School of Music, in the first instance, follows the procedures prescribed by **Manchester Safeguarding Children Board (MSCB)**. [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk) The current information may be accessed via the Internet by entering 'Manchester Safeguarding Children Board'. This electronic version will be our point of reference.

<sup>2</sup>The **School's Independent Listener**, is Mary Mallick; her name, photograph and contact details are displayed on all House notice boards, will be circulated by email to students and staff (instrumental staff via IM) and included in the student and staff handbooks.

<sup>3</sup>The **member of the Governing Body with designated oversight for CP and safeguarding** at Chetham's School of Music is Pauline Newman – you may request her contact details from the Head's PA, Reception or Security.

<sup>4</sup>The Local Authority **Designated Officer (LADO)** is Majella O'Hagan. Her contact telephone number is number **0161 234 1214**, Fax **0161-276-7634**. **As of April 2016 a LADO a brief two sided referral form should be filled in for any safeguarding concerns: see Appendix 6.**

The LADO's role is to receive referrals about staff and provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the

progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

<sup>5</sup> **The School Website address:** [www.chethams.com](http://www.chethams.com)

**An emergency contact number (below) has been given to House Staff/SMT (in written format) for use if DSL or Dep DSLs are not contactable – e.g. failure of network/electrical failure.**

**First Point of call Manchester Contact Office on 0161 234 5001 or fax on 0161 255 8266 or email [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)**

This policy was first reviewed and approved in its current format by the Governing Body May and October 2014. To be approved annually by the Governing Body.

When carrying out its annual review of Safeguarding practices, the Governing Body will review its findings in order to identify the process undertaken and decision made. The review should include monitoring of awareness of Safeguarding procedures including medical professionals.

Updated April 30 2014 and *again on May 12 2014.*

Appendices updated 1 October 2014 and 14 October 2014.

Updated 29 May 2015

Reviewed at the Governing Body Meeting 1 October 2015

Updated 2 November 2015

Updated 1 February 2016

Next Full Policy Review 30 May 2016

Updated 30 August 2016

Updated 6 February 2017

Updated 3 March 2017

Reviewed at the Governing Body Meeting 28 September 2017

Next Full Policy Review May 2018 subject to interim KCSIE updates

**Other related Policies** Promoting Good Behaviour Manual, e-safety, Health and Safety, Compensatory Education, Missing Student Procedure, Accessibility Plan, Safer Recruitment, Whistleblowing, Care and Supervision of Choristers, Equality.



## **Appendix 1      Types of Abuse**

### **What is child abuse?**

**Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term 'child abuse' – it's not always easy to know if someone is being abused. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will.**

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers share their concerns with the DSL and that these are discussed in the light of what is known about the young person's circumstances and with those professionals with the responsibility to investigate abuse.

**Female genital mutilation (FGM)** is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the extreme female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons.

Main risk factors for Female Genital Mutilation FGM

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

We use MSCB procedures as our guidelines in this respect. Please see the link:

<http://www.manchesterscb.org.uk/newsdetail.asp?id=433>

After informing the DSL, all staff have a duty to report **personally and directly to the police** any awareness/concerns/knowledge of FGM in relation to girls aged 18 and under. Staff should phone 101 or if an absolute emergency call 999 immediately.

So called **Honour Based Violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of the family and /or the community and can include FGM, forced marriage and practices such as breast ironing. The School will follow guidance in Annex A of KCSIE 2016.

The School recognises its role in identifying instances of **Forced Marriage** where a person is coerced into marriage against their will and/or because they are unable to discriminate the seriousness of the situation because of lack of ability to give consent. Further guidance can be found in Annex A of KCSIE 2016. There is a hotline for concerns about possible situations of Forced Marriage: Tel 0207008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Child Sexual Exploitation (CSE)** 'Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

Child Sexual Exploitation CSE

- Escalates
- Vulnerable
- Sex for gifts/affection
- Drink, drugs and 'legal highs'
- Power - increases as exploitation develops
- Possibly no external signs of abuse

- Cyberbullying
- Local HOT SPOTS – this includes areas close to the School.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.’ See KCSIE - Annex A & Part 1

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Updated WTSC 2017

There is a growing recognition that children brought up in ‘high criticism, low warmth’ households are particularly vulnerable.

### **Definitions of Child Abuse as stated in KCSIE 2016**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which 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.

#### **Possible signs of physical abuse:**

- Unexplained injuries and/or refusal to discuss them;
- History of bruises/injuries with inconsistent explanations;
- Cigarette burns;
- Long bruises – possibly made by a belt or a stick;
- Teeth marks;
- Fingertip/slap marks or bruises;
- Bilateral black eyes;
- Self-destruction tendencies;
- Aggression towards others;
- Untreated injuries;
- Fear of medical treatment;
- Unexplained patterns of absence that could be in order to hide injuries.

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, backs of hands, back of wrists, inner thighs, back of legs.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 insofar 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 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or

the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Possible signs of emotional abuse:**

- Developmentally delayed
- Inappropriate emotional responses
- Self-harm
- Extreme passivity or aggression
- Running away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Excessive fear of parent/carer

**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 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, e.g. Youth Produced Sexual Imagery (YPSI) or sexting). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Possible signs of sexual abuse:**

- Depression, suicidal, self-harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem of abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Fear of certain people
- 'Chronic/persistent' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated

**Neglect:** 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- There is often little professional consensus about what constitutes neglect. The following indicators have been highlighted by a recent research study as gaining considerable professional consensus as indicators of probable or definite neglect:
  - Non-compliance with specific medical care
  - Inadequate or dirty clothing
  - Inappropriate supervision
  - Body odour

- Poor health surveillance and immunisation uptake
- Domestic violence
- Severe dental decay
- Not registered with GP or dentist
- Frequent accidents or injuries to young person
- Poor feeding or sleeping patterns
- Refusal to accept social care input

## **Appendix 2 Ten Tips Card and Concerns and Allegations Flowchart**

### **Ten Tips for responding to Safeguarding and Child Protection Concerns**

- ❖ Stay Calm
- ❖ Do not guarantee confidentiality
- ❖ Reassure and be prepared to listen
- ❖ Do not ask leading questions
- ❖ Do not be a detective
- ❖ Record as soon as possible (Concern Form)
- ❖ Keep your notes
- ❖ Reporting Routes see below
- ❖ Follow the advice
- ❖ Alert Security if appropriate



**Abuse can be:** Physical, Sexual, Emotional, Neglect

Abuse is possible anywhere. Reporting is everyone's responsibility.

#### **Report Concerns about:**

- a **member of staff or DSL** → **Head or Chair of Governors**
- **the Head** → **Chair of Governors**
- **all other concerns** → the **DSL**, Mrs Owen, in Comp Ed Dept Tel: 0161-834-9644 (347) or in her absence to the **Deputy DSL**, Ms Rhind (233) or **Dept DSL Music**, Mr Mayer (232) or **ask Security to contact them.**

**Do not disclose to the subject.**

Alternative referral numbers are MSCB 0161 234 5001 or

**NSPCC Helpline 0808 800 5000** or in an emergency **Police 101**

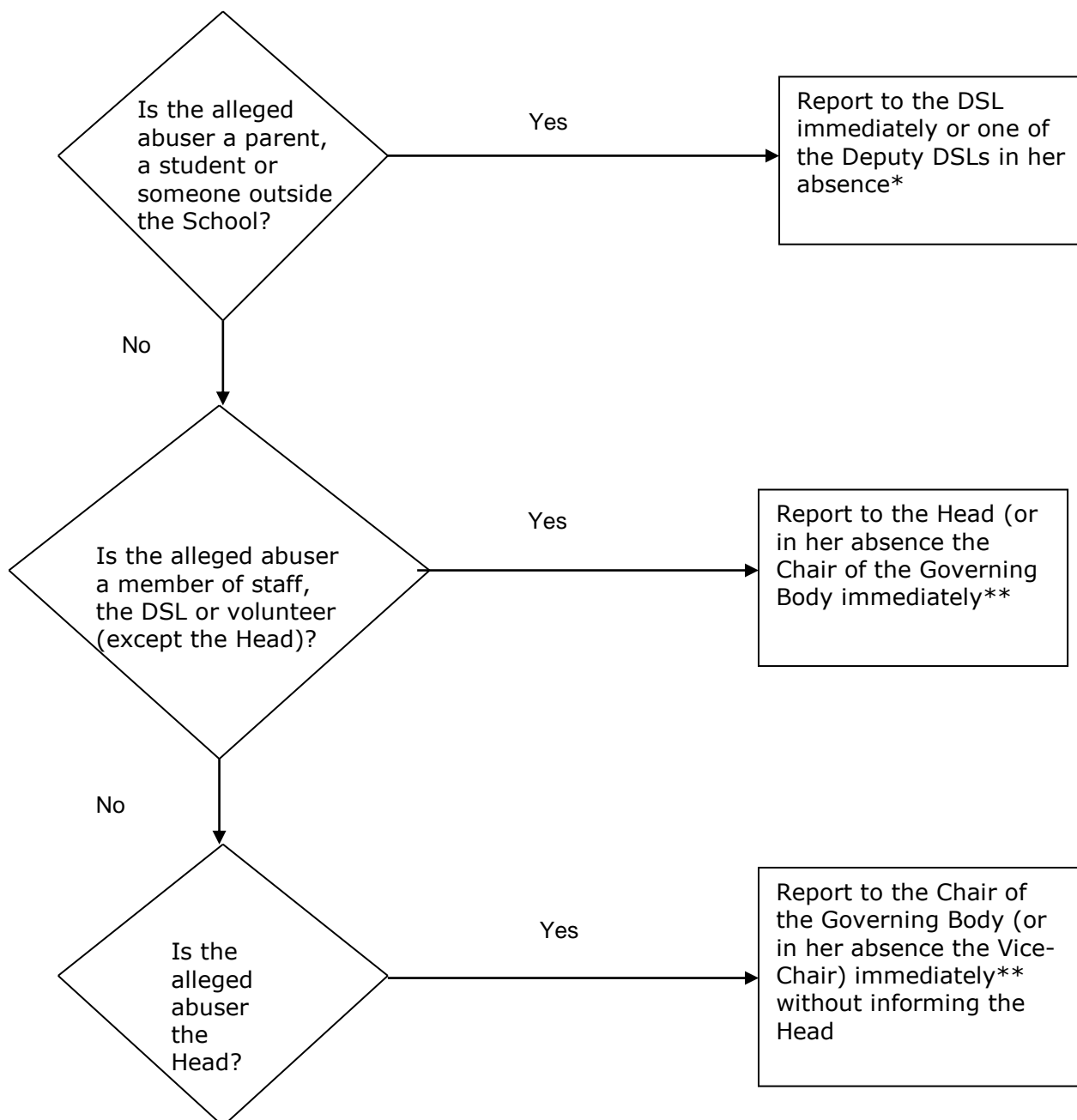
**NSPCC Whistle-blowing helpline 08000 280285**

**Anti-terrorist hotline 020 7340 7264**

*This is presented as a two sided 'credit card' designed to sit in the staff pass card.*

## Concerns and Allegations Flowchart

Are you worried about a child or have you received an allegation that a child has been abused or is at risk of significant harm? Do not investigate the matter yourself. Speak to the person shown below depending on who is alleged to have committed the abuse.

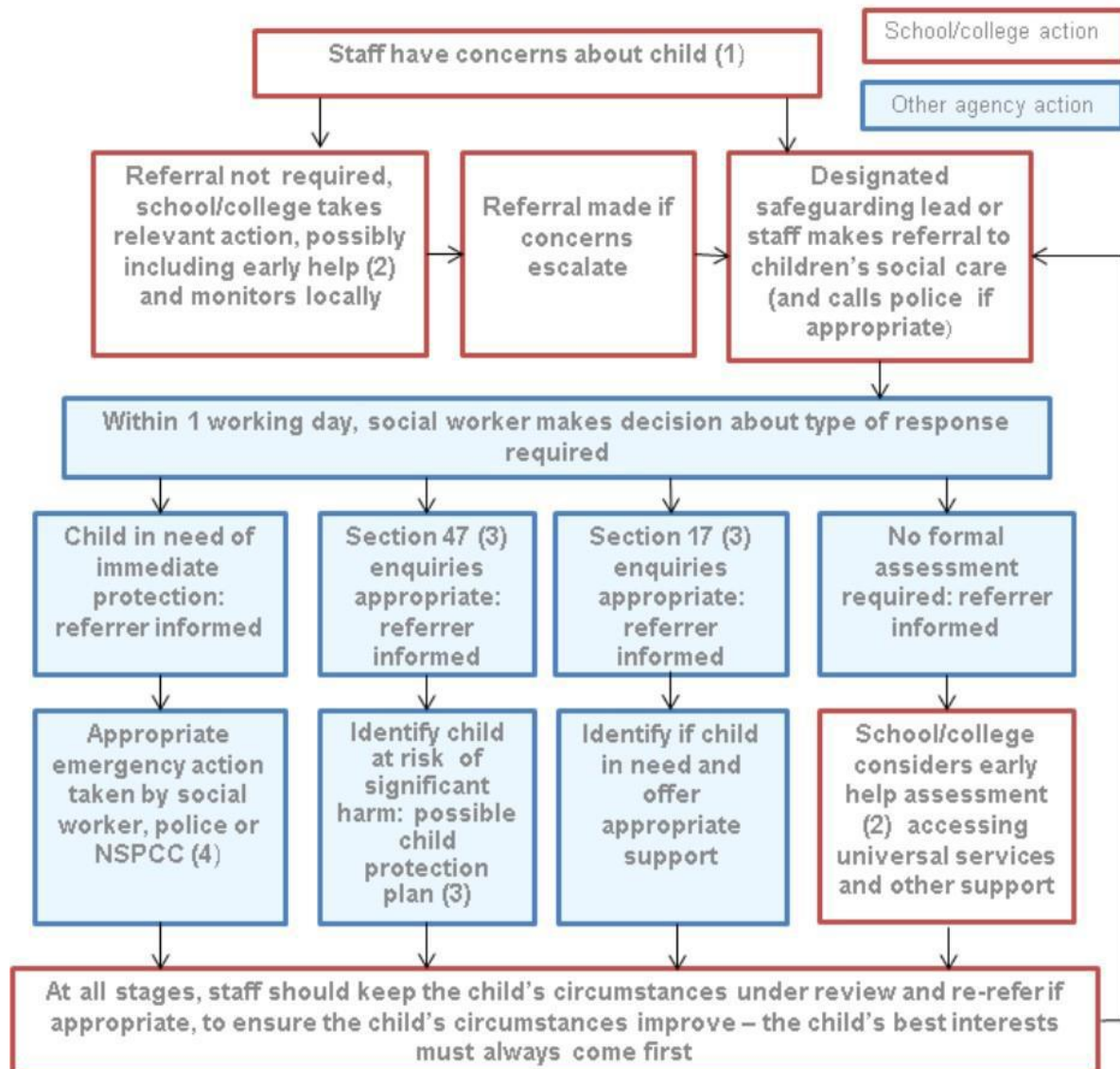


\* The DSL should consult the Head.

\*\* The Head / Chair of Governing Body (as appropriate) will contact the LADO and follow procedures in DfE guidance *Keeping Children Safe in Schools (2016)*

In the unlikely event of these routes being unavailable/inappropriate you should report allegations about staff directly to the LADO by using the referral form Appendix 6 or Tel 0161-234-1214, MSCB 0161-234-5001 or, in an emergency the police 101 or 999

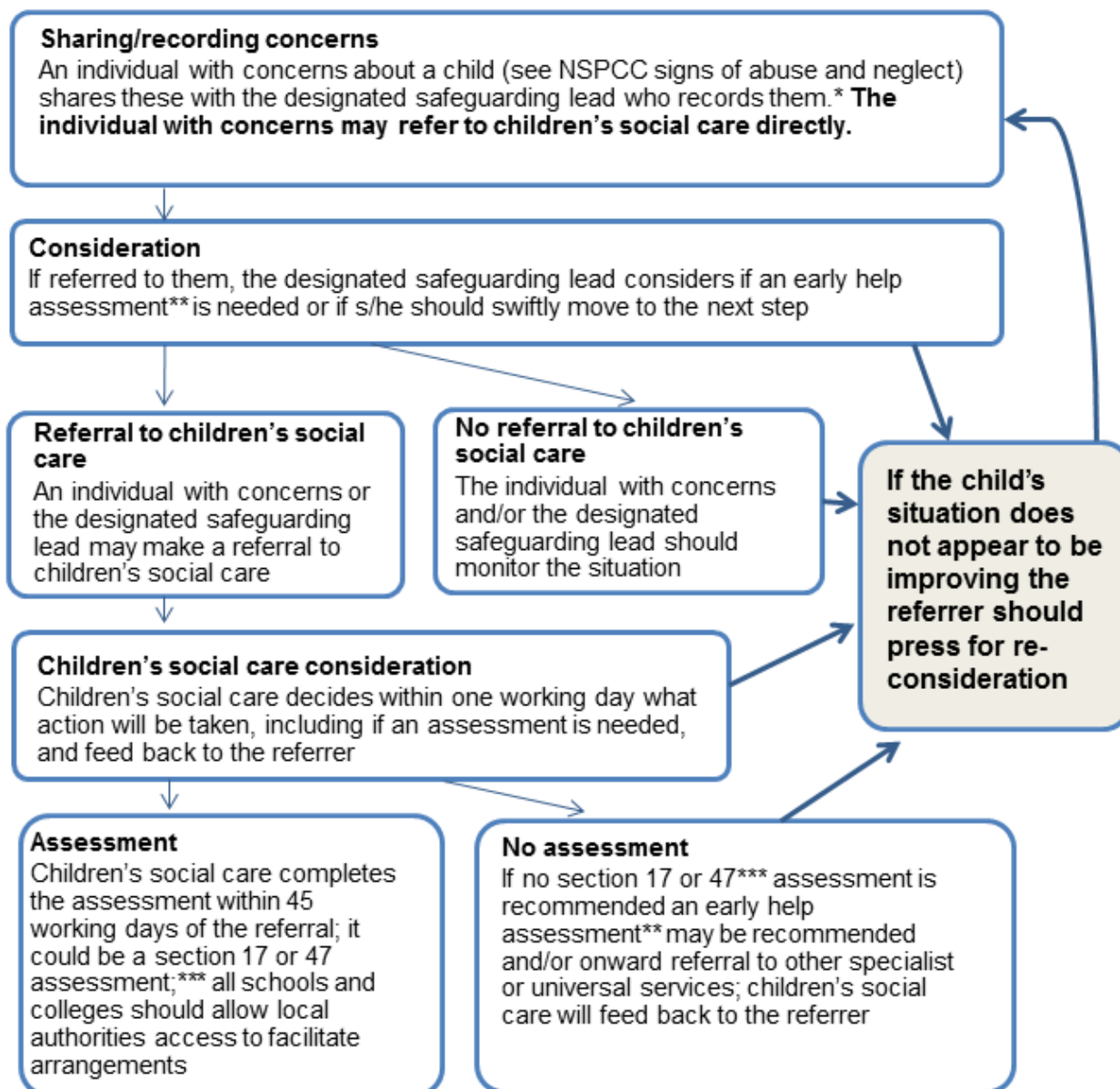
## Responding to concerns over a child's welfare or suspicions of abuse



## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.



## **School Safeguarding Concern Form**

**Abuse is possible anywhere. Reporting is everyone's responsibility.**  
**The important point is that notes are made, dated, signed and passed to the appropriate person.**

**Internal Procedure:** This form **must** be used to record a disclosure or any concern about a student's safety and then given immediately to the appropriate person as outlined above.

**Once you have filled in this form, it is essential that you immediately pass the information to:**

- a) **The Chairman of Governors (if the concern is about the Head)**
- b) **the Head (if concerns are about a member of staff or DSL) or**
- c) **to Mrs Owen (any other safeguarding concerns) or in her absence to Ms Rhind or Mr Mayer.**

### **DO NOT INFORM THE SUBJECT**

Please append to this form any written notes, taken during the meeting with the student. *Barbara Owen DSL (Ext 347)*

<b>Student's full name and form</b>	<b>House parent</b>
<b>Date and time of this record</b>	<b>Tutor</b>
<b>Date and time of this record</b>	<b>Your name and designation</b>
<b>Have you spoken to the student?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>If yes, Please <u>reassure</u> the student that he/she has taken the correct step in passing on this information.</b>	
<b>Why are you <u>concerned</u> about this student?</b>	

<b>What have you observed and when?</b>	
<b>What have you heard and</b>	<b>What did they say? Use the student's own words</b>

when?	
What have you been told and when?	
Date and time you handed this form to the designated person.	Have you spoken to anyone else about your concern?
Are the parents/carers aware of your concern?  <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, who?
	Is this the first time you have been concerned about this student?  <input type="checkbox"/> Yes <input type="checkbox"/> No
Further details	

Signature \_\_\_\_\_ Printed name \_\_\_\_\_

Return to and speak with the Head (if concerns are about a member of staff, or DSL); the Chair of the Governing Body (if concerns are about the Head); otherwise to Mrs Owen TODAY, or in her absence to Ms Rhind or Mr Mayer.

Phone numbers for the above may be obtained from Security.  
Alternative referral numbers are: MSCB 0161 234 5001 or NSPCC Whistle-blowing helpline 0800028 0285 or NSPCC Helpline 0808 800 5000 or Police 101. If the allegation is about a member of staff you may email the LADO (Appendix 6) or call 0161-234-1214

## Appendix 4



### **Code of Conduct for Staff (Child Protection and Safeguarding)**

#### **Code of ethical practice**

All School staff are valued members of the School community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students at Chetham's and in any other capacity outside of Chetham's.

#### **Staff should:**

- Place the safety and welfare of students above all other considerations.
- Treat all members of the School community, including students, parents, colleagues and members of the [Governing Body](#) with consideration and respect.
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies.
- Treat each student as an individual and make adjustments to meet individual need.
- Demonstrate a clear understanding of and commitment to non-discriminatory practice.
- Recognise the potential power imbalance between students and staff, and different levels of seniority of staff, and ensure that power and authority are never misused.
- Understand that all School employees and volunteers are in position of trust and that you should never abuse your position of trust. The Sexual Offences Act 2003 (paragraphs 16-19) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student, regardless of age may be a criminal offence, even if that student is over the age of consent.
- Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm.
- Encourage all students to reach their full potential.
- Never condone inappropriate behaviour by students or staff.
- Refrain from any action that would bring the School into disrepute.
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- Keep up to date with new guidelines/Government initiatives as/when alerted by the School – e.g. FGM, CSE and PREVENT (as mentioned in the policy). In addition, act in accordance with the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and cultures.
- Always report any extreme views expressed by staff or students e.g. views which could possibly lead to radicalisation. Be vigilant in identifying and supporting

potentially vulnerable individuals. The PREVENT duty is to reinforce keeping safe and to build resilience in students. Government guidance regarding reducing the risk of radicalisation is shared on the Parent Gateway, and on the School intranet.

- Links to and training about the Government's 'Education against Hate' website are shared on the Parent Gateway and on the intranet for staff.
- Feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Appropriate procedures are explained in our Whistleblowing - making a disclosure in the public interest Policy. Where a staff member feels unable to raise an issue with their employer because their genuine concerns are not being addressed, other whistleblowing channels are available. In a safeguarding situation this may involve contacting the Local Safeguarding Children Board or simply contacting NSPCC Helpline 0808 800 5000.
- Maintain expertise relevant to their role and keep all relevant annual training/CPD/awareness up-to-date, through recognised and appropriate routes with oversight by the School.

### **Examples of good practice and unacceptable practice.**

To meet and maintain our responsibilities toward students, we need to agree standards of good practice.

#### **Good practice includes:**

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour.
- Recognising that difficult or changes in behaviour may be an indicator of abuse or radicalisation.
- Reading, understanding and implementing the School's Child Protection Policy and Procedures.
- Following guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing.
- HoD and HoID ensuring reference to 1:1 tuition is made in the Departmental Risk Assessment and disseminating this to tutors as appropriate.
- Ensuring that the additional guidance relating specifically to off-site 1:1 music tuition is followed. **(See separate Policy)**
- Asking the student's permission before doing anything with them of a physical nature, such as demonstrating in an instrumental lesson, physical support during PE or administering first aid. Not proceeding with the action if the student appears to be apprehensive or reluctant, or if there are other concerns about the student's likely reaction. Consider alternatives if it appears likely that the student might misinterpret the contact.
- If there is concern about any instance of physical contact, inform your Line Manager without delay, make a written record, (date, time, circumstances of the concern) and provide this to the Line Manager.
- Maintaining consistent and appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students may lead to an increased risk of abuse.

- Always referring any level of injury/illness to Medical Centre.

**Unacceptable practice to avoid:**

- Any type of force that falls outside the guidelines for 'reasonable force'.
- Any form of corporal punishment. This includes slapping, hitting or throwing something at a student.
- Using humiliation, sarcasm or bullying.
- Using, or allowing student to use, sexual jokes or innuendo or engaging in sexual bullying or provocative games.
- Inviting or allowing students to visit you at home unless for a School approved activity which has specific permission and follows School procedures.
- Touching a student or behaving towards a student in a way that distresses them or would be considered inappropriate if observed.
- Offering or condoning student access to alcohol, cigarettes, controlled substances or pornographic material.
- Treating a student less favourably because of their ability or disability, race, religion, culture or gender/sexuality.
- Transporting students in your car, unless your Line Manager has agreed this through the official route.
- Social meetings with students on 1:1 basis.
- Using personal address/number to email, text messaging or online chat with a student unless your line manager has agreed the circumstances.
- Developing relationships which are non-sexual but equally not professional.
- Abusing your position of trust. The Sexual Offences Act 2003 (paragraphs 16-19) make it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student regardless of age may be a criminal offence, even if that student is over the age of consent.

The conduct of Teachers and School staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'. In these circumstances you should first refer to any relevant guidance or policies in the School and discuss the matter with the DSL.

Always consider these questions:

- Would I do this/say this/ treat this student in this way if we were being observed?
- Would I be happy if someone did this/said this/ treated my own child in this way?
- Would I be concerned if I observed a colleague behaving this way?
- If challenged, can I explain my behaviour in terms of my professional duties?

If you are unsure how to manage a situation, ask your Line Manager.

If you believe you have behaved in a way that could be questioned, report it to your Line Manager straight away and offer an explanation.

**One-to-one Tuition:** If you are teaching one student, or conducting a one-to-one meeting or teaching session with a student, you should take particular care in the following ways:

- when working alone with a student is an integral part of your role, always conduct yourself in line with the appropriate policy; situate teaching within a room in view of the door not round a corner, or keep the door open, or inform a colleague that the lesson / meeting is taking place, or is a timetabled lesson;

- arrange the meeting during normal school hours when there are plenty of other people about;
- deliver music tuition as timetabled or as discussed with HoID;
- do not continue the meeting for any longer than is necessary to achieve its purposes;
- avoid sitting or standing in close proximity to the student, except as necessary to check work;
- avoid using "engaged" or equivalent signs on doors or windows;
- avoid idle discussion;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the Head or relevant DSL in accordance with the Child Protection (Safeguarding) Policy and Procedures, and make a written record using the Concern Form (signed and dated);
- report any situation where a student becomes distressed or angry to your Line Manager without delay.

### **Off-site social meetings:**

#### **Contact outside of School**

You must avoid unnecessary or non-professional contact with students outside school. In this respect you should:

- not give students your home address, home telephone number, mobile telephone number or private e-mail address, unless required for a reference, competition or similar performance opportunity. Always discuss with Line Manager.
- not send personal communications (such as birthday cards or faith cards, text messages etc) to students unless agreed with a senior colleague;
- not make arrangements to meet students, individually or in groups, outside School other than on School authorised trips
- avoid contacting students at home unless this is strictly necessary, in which case you should keep a record of any such occasion;
- not give a student a lift in your own vehicle other than on School business and if included in a Risk Assessment;
- avoid inviting students (groups or individuals) to your home unless there is a good reason and it has been agreed in a Risk Assessment;
- report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;
- ensure that students do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour.
- **NB If you are the Line Manager (e.g. Head, Dep Head, DoM) then you should consult with a member of the SMT in order to maintain transparency.**

**Social contact: You should always be aware that where you meet students or parents socially, such contact has the potential to be misinterpreted by others as being over familiar given the context of grooming. Social contact that could give rise to concern should be reported to your Line Manager.** Any social meetings arranged between staff and students during term time (e.g. coffee, meal) are subject to the School's Risk Assessments. Recorded approval from parents should be sought during holiday periods.

**Friendships with parents/carers/guardians: if these develop beyond a platonic friendship then the member of staff must inform the Head.**

**Scope of application of Code of Contact for Staff outside school:** The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are students at another school.

### **Transporting students**

Where this has been agreed, with the Line Manager's consent and with the Risk Assessment completed, approved and in place, staff should:

- ensure that they are fit to drive and free from any substances that may impair their judgement or ability to drive
- be aware that until the student is passed over to a parent / carer, they have responsibility for that student's health and safety
- record the details of the journey and attach to Risk Assessment
- record and be able to justify impromptu or emergency lifts
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc
- wherever practicable, avoid using private vehicles and try to have one adult, additional to the driver, to act as an escort.

### **Taking photographs, videos and sound recordings**

You should seek permission from the Head or Director of Music before taking photographs or video camera footage of any students in class, at any School events or on a trip. You should also seek permission before displaying photographs. You must not take images of children using personal mobile telephones. A general consent is obtained from parents when joining the School for the use of students' images in the School's promotional material. Specific consent is required for any other purpose. Parents may withdraw this consent so staff must check consent status with the Deputy Head (Pastoral) before taking photographs or video camera footage.

Where permission has been obtained, the following should be considered:

- the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession;
- all images should be made available in order to determine acceptability;
- images should not be made during one-to-one situations;
- ensure that the student is appropriately dressed;
- ensure that the student understands why the images are being taken and has agreed to the activity;
- only use equipment provided or authorised by the School;
- if an image is to be displayed in a place to which the public have access it should not display the student's name, unless specific permission has been granted;
- all images of children should be stored securely and only accessed by those authorised to do so;
- images must not be taken secretly.

### **Appropriate material**

You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use School property to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the DSL under the School's Child Protection (Safeguarding) Policy and Procedures immediately. Students must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

### **Gifts and rewards**

If you receive a gift or reward from a student or parent you should:

- declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £30. The Head may at his absolute discretion require you to decline the gift;
- decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

Where you are thinking of giving a gift or reward to a student:

- gifts should be given openly and not based on favouritism.
- rewards should be part of the school system.
- in all cases except the above, the gift should be of little monetary value and should be discussed and agreed with your Line Manager.
- selection processes should be fair and where possible should be agreed by more than one member of staff.

Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

***Do not let a small incident turn into a crisis.***

### **Important information about Social Networking.**

Staff should be familiar with the School's Acceptable Use Policy (AUP) and, in particular, the last paragraph on the third page of this policy:

"Staff must establish safe and responsible online behaviours and must be familiar with the AUP. You should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the AUP. Staff should exercise great caution when using social network sites e.g. do not accept students as friends on **Facebook. Even communication with ex-students who are 19+ leaves you open to your personal information and views being shared with current students.** *Do not accept ex-students as friends until a period of at least three years has elapsed.* NB the default privacy settings for social networking sites do not always have your privacy or best interests at heart.

If you do use Facebook, please check that you are in line with the School's Staff AUP."



It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal. In particular, if you should need to communicate with an ex-student then do so by using your Chetham's email account and copying in an appropriate member of staff e.g. your line manager – ensure you retain 'transparency'.

Communication with current students should be by your Chetham's email address not your private email address.

The School's e-Safety Committee (Digital Citizenship Committee) meets termly. The Committee is keen to be alerted about any routine concerns or new trends. The e-Safety Committee monitors the provision and delivery of education for students to stay safe on-line. The Committee ensures there is pro-active monitoring of on-line activity, that filtering systems are effective and that 'over-blocking' does not take place as this would lead to unreasonable restrictions. We use the UK Safer Internet Centre guidance as our benchmark.

**The School has a duty to ensure mechanisms are in place to assist staff in their understanding and discharge of their role and responsibilities as set out in Part 1 and Annex A of *Keeping Children Safe in Education 2016* including FGM, CSE, FBV, HBV and the PREVENT duty. This means various approaches will be used, e.g. questionnaires to confirm staff understanding and confidence to act.**

*Barbara L. Owen  
Designated Child Protection Officer  
Ext 347*

All staff are required to read and sign their acceptance of the Code of Conduct.

**Code of Conduct  
Last Reviewed August 2016  
Updated 6 February 2017  
Next Review August 2017**

## **Appendix 5**

### **Role of the designated safeguarding lead**

The Governing Body should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

#### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and: • The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **Training**

- The designated safeguarding lead should receive appropriate training carried out every two years, and any interim updates, in order to: • Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### **Raising Awareness**

- The designated safeguarding lead should ensure the School's policies are known and used appropriately:
- Ensure the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

**Appendix 6**

**LADO Referral**

**Email to [quality.assurance@manchester.gcsx.gov.uk](mailto:quality.assurance@manchester.gcsx.gov.uk)**

**Referrer Details**

Date of referral:

Person Name:

Referrer Position:

Referrer Service:

Telephone no:

E-Mail Address:

**Subject Adult**

Full Name:

Date of Birth:

Gender:

Address:

Disabled:

Employment Sector:

Name, Address & Tel No. for the Employer / Approving Agency:

Occupation / Job Title / Role:

Workplace Address:

Employment Start Date:

Reason for Referral:

Any other Role with Children:

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Child Details:

<b>Name</b>	<b>Date of Birth</b>	<b>Reason for Contact</b>

Actions taken by employer to date:

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**Alleged Victim(s)**

Child's details if Applicable:

<b>Name</b>	<b>Date of Birth</b>	<b>Gender</b>	<b>Ethnicity (if known)</b>	<b>Disabilities (if known)</b>	<b>Addresses</b>	<b>Legal Status and whether looked after child</b>	<b>Details of Parents/Guardians</b>

Date of Incident:

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Brief Description of allegation or concern:

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Any other professional involvement:

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## ***GUIDANCE from LADO as of May 2016***

### **Referrals to Local Authority Designated Officer (LADO)**

When allegations arise against a person working with children (including volunteers) the employer should follow the procedures outlined in Working Together to Safeguard Children (2015). Schools and Colleges should follow the statutory procedures set out in Part 4 of [Keeping Children Safe in Education July 2015](#) when allegations of abuse are made against teachers or other school staff.

The procedures should be used when an allegation is made that an adult has:

- Behaved in a way that has harmed, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In all cases all the general principles outlined below will apply. For convenience the term employer will be used to refer to organisations that have a working relationship with the individual against whom the allegation is made.

#### **The Employer**

##### **Should:**

- Confirm children are safeguarded
- Obtain the written account which has been prepared by the person to whom the allegation was made
- Record details of potential witnesses
- Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff

##### **Should not:**

- Investigate the allegation
- Interview the child
- Interview the subject
- Interview potential witnesses

The LADO should be informed of all allegations that come to an employer's attention **and** appear to meet the criteria outlined above, so that they can consult other statutory agencies as appropriate.

Refer to LADO within 1 working day of an allegation being made. From 4<sup>th</sup> April 2016 all referrals need to be made using the LADO referral form.

It is essential that all sections of the referral are completed.

**The completed referral needs to be sent to [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk)**

**On receipt of the referral The LADO will contact the employer and:**

- Confirm that children have been safeguarded
- Consider whether further information is needed
- Discuss details of the allegation taking into account thresholds (as seen above) for LADO involvement

- Determine whether there is sufficient evidence or information that indicates whether the allegation is unsubstantiated or false
- Determine whether multi-agency investigation of allegation and/or risk of harm to child is indicated
- Consider whether suspension of the individual is appropriate and discuss whether the employer has reached a decision about this.