



Essex County Council

Essex Music Service

Safeguarding and Conduct Policy (Part 1)

September 2022

What to do when a child discloses to you

DO	DON'T
<ul style="list-style-type: none">• Listen carefully• Make accurate notes (using the child's words) – date and sign these• Reassure the child they have done the correct thing by telling you• INFORM THE DESIGNATED LEAD (not the Head of Music) ON THE DAY• (music service <i>and</i> school)	<ul style="list-style-type: none">• Promise confidentiality• Ask leading questions• Use your own words to describe something• Investigate

Reporting, recording and referring concerns

- All staff should be aware of systems which support safeguarding (includes Child Protection policy, Staff Behaviour policy and name of Designated Safeguarding Lead);
- Any concerns should be raised with the Designated Safeguarding Lead – not the Head of Music;
- You can challenge if you don't feel it was followed up effectively!

Contents

1. Child protection policy for Essex Music Service	3
2. Introduction	4
3. Service Ethos	5
4. Legislative Framework	5
5. Roles and Responsibilities	6
6. Types of abuse/specific safeguarding issues	8
7. Procedures	17
8. Training and Support	20
9. Professional Confidentiality	21
10. Records and Monitoring	21
11. Interagency working	22
12. Supporting Pupils at Risk	22
13. Allegations involving a Member of Staff	23
14. Promoting Positive Mental Health and Resilience in School	25
15. Use Of Reasonable Force	25
16. Whistleblowing	26
17. Support	26
18. Appendix A: Children and Families Hub Flow Chart	27
19. Appendix B: Essex Windscreen of Need and Levels of Intervention	28

1. Child protection policy for Essex Music Service

1.1 Purpose & principles

Schools and their staff and other providers of education such as Essex Music Service form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

Staff working in schools and other education settings are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This Child Protection Policy is for all music service staff and delivery partners. It forms part of the safeguarding arrangements for our organisation. It should be read in conjunction with:

- 'Keeping Children Safe in Education' (DfE, 2022)
- Essex Music Service Staff Code of Conduct
- Essex County Council's 'Code of Conduct'
- Essex County Council's 'Health and Safety Handbook'
- Essex County Council's 'Disciplinary policy' and 'Disciplinary policy standards'
- 'What to do if you're worried a child is being abused' (HM Government, 2015)

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

2. Introduction

2.1 Children Act 1989

Essex Music Service takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care.

“The welfare of the child is paramount” (Children Act 1989).

2.2 Education Act 2002 (section 175)

Section 175 of the Education Act 2002 places a statutory responsibility on governing bodies to have policies and procedures in place that safeguard and promote the welfare of pupils.

2.3 Main Elements of Child Protection Policy

There are three main elements to our Child Protection policy:

- Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- Protection by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- Support to pupils who may have been abused.

2.4 Who does this policy apply to?

This policy applies to all pupils, staff, parents, volunteers, and partner organisations who work for or with Essex Music Service.

Essex Music Service recognises that it is an agent of referral and not of investigation.

2.5 Ofsted/ISI

From September 2019 Ofsted will carry out inspections of early years, schools and post-16 provisions under the Ofsted’s Education Framework (Ofsted, 2019a).

Inspectors will always report on the effectiveness of safeguarding arrangements and Ofsted has published specific guidance on this entitled Inspecting safeguarding in early years, education and skills (Ofsted, 2019b).

The Independent Schools Inspectorate (ISI) has published a framework for how they will inspect in independent schools (ISI, 2017).

3. Service Ethos

Essex Music Service is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of pupils is promoted and where timely and appropriate safeguarding action is taken;
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to;
- Ensure that pupils know that Essex Music Service staff can be approached if they are worried or are in difficulty;
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating;
- Protect children from harm and support the wider work of schools in equipping pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships and an understanding of the responsibilities of adult life;
- Identify and support students who suffer from poor mental health and wellbeing;
- Support schools in ensuring that pupils are taught in a way that is consistent with the law and our values and that respect for others is promoted.
- This includes an understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations;
- Make every effort to establish open and honest effective working relationships with parents and colleagues from partner agencies to ensure best working practices with regards to child protection.

4. Legislative Framework

4.1 Education Act 2002 (Section 157/175)

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

4.2 ESCB

Child protection is the responsibility of all adults and especially those working with children.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board \(ESCB\)](#). In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2018\)](#) (ESCB, 2018).

4.3 Legislation and Guidance

Our organisation works in accordance with the following legislation and guidance:

- [Keeping Children Safe in Education \(DfE, 2022\)](#)
- [Working Together \(HMG, 2018\)](#)
- Education Act (2002)
- [Effective Support for Children and Families in Essex \(ESCB, 2017\)](#)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015 \(Home Office, 2015\)](#)
- Children and Social Work Act (2017)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- [Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)
- [Data Protection Act \(2018\)](#)
- [What to do if you're worried a child is being abused \(HMG, 2015\)](#)
- [Searching, screening and confiscation \(DfE, 2018\)](#)
- Children Act (1989)
- Children Act (2004)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2018\)](#)
- [Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)
- [Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour \(ESCB, 2018\)](#)

5. Roles and Responsibilities

5.1 Key responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.

However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

The names of Essex Music Service officers with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown at the top of this document.

5.2 DSL

The Designated Safeguarding Lead for Essex Music Service has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures.

They must ensure that every music service employee, or those delivering any services on behalf of Essex Music Service or Essex Music Education Hub (including temporary staff, volunteers and contractors/partner organisations) is aware of these procedures and that they are followed at all times.

They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures.

If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

5.3 Safer Recruitment

Essex Music Service management and colleagues within the Local Authority are responsible for ensuring that the service follows recruitment procedures that help to deter, reject or identify people who might abuse children.

5.4 Publishing of the Child Protection Policy

The Music Service Lead Officer is responsible for ensuring that there is an effective child protection policy in place and that this is updated annually.

No staff except the Designated Safeguarding Lead and his Deputies will be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The service will publish its Child Protection policy on its website alongside 'Keeping Children Safe in Education' (DfE, 2022).

5.5 Other organisations

The music service (as lead partner in Essex Music Education Hub) will only commission work or offer funding to third-party organisations to work with children and young people on receipt of:

- DBS information for all staff/contractors delivering in Essex schools or community settings.

- A Safeguarding and Safer Recruitment Policy for the organisation.
- Proof of public liability insurance (minimum of £5 million).
- A signed funding agreement.

6. Types of abuse/specific safeguarding issues

6.1 KCSIE (2022) Section 26 Descriptor

Keeping Children Safe in Education (DfE, 2021) defines abuse as the maltreatment of a child.

“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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children..”

6.2 Types of Abuse

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

All music service staff and partner organisations should be aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

6.3 Potential Indicators of children at risk

Staff should be particularly alert to potential need for a child who:

- is disabled
- is engaged with ‘sexting’
- has SEND
- is a young carer
- is frequently missing
- is misusing alcohol/drugs
- is in challenging family circumstances
- has returned home from care

6.4 Child on Child abuse

6.4.1 Introduction

School may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm.

Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

We recognise that some children may abuse their peers and any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Updated statutory guidance for 'Child on child sexual violence and sexual harassment' was issued in September 2022 in addition to that outlined from sections 156 in Part One.

In 2022, guidance was changed from 'peer on peer' to 'child on child', and the Music Service added the reading of Part 5 of Keeping Children Safe in Education to the mandatory reading for staff alongside Part 1.

6.4.2 Descriptor

Child on child abuse can manifest itself in many ways.

This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting', sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

We do not tolerate any harmful behaviour in school or out-of-school provision and will take swift action to intervene where this occurs.

We work with schools to help young people understand what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Our organisation understands the different gender issues that can be prevalent when dealing with child on child abuse.

6.5 Children with special educational needs and disabilities

Essex Music Service understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

6.6 Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education.

Our service recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence.

Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Schools should inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

6.7 Child Sexual Exploitation (CSE)

6.7.1 Descriptor

Both CSE and CCE (Section 6.8) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

6.7.2 Child Sexual Exploitation (CSE)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point.

We are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

The Designated Safeguarding Lead is the named CSE Lead for the music service on these issues and will work with other agencies as appropriate.

6.7.3 Child Sexual Exploitation (CSE) - warning signs & vulnerabilities

Vulnerabilities prior to abuse	Signs of already being sexually exploited
Chaotic or dysfunctional household	Missing from home or care
History of abuse	Physical injuries
Recent bereavement or loss	Drug or alcohol misuse
Gang association (direct or indirect)	Involvement in offending
Attending school with others who are sexually exploited	Repeat STIs, pregnancy and terminations
Learning disabilities	Absent from school
Unsure or not disclosing sexual orientation	Change in physical appearance
Friends with young people who are sexually exploited	Evidence of sexual bullying/vulnerability through the internet/social networking sites
Homeless	Estranged from their family
Lacking in friends from same age group	Receipt of gifts from unknown sources
Living in a gang neighbourhood	Recruiting others into exploitative situations

Living in residential care	Poor mental health
Living in a hostel/B&B/foyer	Self-harm
Low self-esteem/confidence	Thoughts of or attempted suicide
Young carer	Missing from home or care
	Physical injuries

6.8 Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns).

Further information about CCE including definitions and indicators is included in Annex B of [Keeping Children Safe in Education \(DfE, 2022\)](#)

We work with key partners locally to prevent and respond to child criminal exploitation.

6.9 Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional.

Our service recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.

We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

6.10 Sexual violence and sexual harassment between children in schools and colleges

Additional statutory guidance was provided from September 2021 as a fifth part and updated in [Keeping Children Safe in Education \(DfE, 2022\)](#) for Child on child sexual violence and sexual harassment which includes:

“It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.”

Part Five, Section 451

“When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.”

Part Five, Section 452

“Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this advice. **HSB can occur online and/or face-to-face and can also occur simultaneously between the two.** HSB should be considered in a child protection context”

Part Five, Section 455

2022: Previous additional guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads found in the report ‘Sexual violence and sexual harassment between children in schools and colleges (2021)’ is now included in [Keeping Children Safe in Education \(DfE, 2022\)](#).

Staff should be aware that:

- Sexual violence and sexual harassment can occur between two children of any age and sex.
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Evidence shows girls, children with SEND and LGBT children are at greater risk.

All staff should be made aware that ‘upskirting’ is now a criminal offence. A definition has been included which describes upskirting as:

“upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm”

Part One, Section 157

Essex Music Service, in line with the guidance outlined in this section, continues to have effective safeguarding practice and principles in place to support victims coming forward in all disclosures (including verbal or visual) and includes that for Child on child sexual violence and sexual harassment.

6.10.1 Immediate response to a report

It is important to understand that children may not find it easy to tell staff about their abuse verbally.

Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

6.10.2 Staff Requirements

Staff should:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

6.11 Honour Based Abuse: Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.

Essex Music Service/Essex Music Education Hub will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

6.12 Honour Based Abuse: Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime.

Our staff understand how to report concerns where this may be an issue.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

6.13 Prevention of radicalisation

6.13.1 Counter-Terrorism & Security Act 2015

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers.

Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”, which is known as the **Prevent** duty.

In addition as of September 2020 Essex Music Service staff undertake HMG Prevent online training as part of their mandatory training requirements as part of Essex County Council’s Education Directorate.

6.13.2 School Requirements

The Act requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

6.13.3 Channel

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our staff understand how to identify those who may benefit from this support and how to make a referral.

6.13.4 Referring Concerns

Essex Music Service works in accordance with the PREVENT Duty.

Staff should refer concerns to the Designated Safeguarding Lead. Concerns may then be referred to Children's Social Care in line with the SET procedures.

Within Essex Music Service, Peter Lovell, and Beverley Lockyer are PREVENT trained.

6.14 Serious Crime

Specific guidance has been added to support schools in recognising where pupils may be at risk from serious crime.

The guidance sets out what school and college staff should look out for: "All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

Further guidance can be found in Annex B of [Keeping Children Safe in Education \(DfE, 2022\)](#).

6.15 Online Safety

In addition to the risks included in online behaviour and interaction outlined elsewhere in this policy, staff should be aware that:

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: child on child peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Part One, Section 136

7. Procedures

7.1 Guidance

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2017)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2022)
- Working Together to Safeguard Children (DfE, 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

7.2 New staff Safeguarding Induction

When new staff join our Service they are informed of the safeguarding arrangements in place.

They are given a copy of the service's Safeguarding policy, told who our Designated Safeguarding Lead (and Deputy) is and are informed how to share concerns with them.

7.3 All-Staff awareness

All staff are kept informed about child protection responsibilities and procedures through induction, regular awareness training and updates, reading material and online courses.

7.4 General principles

- If staff have a concern about a child, they should act on it (not assume others have taken action)

- Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- Staff should not assume that other professionals will share critical information.
- There should be a conversation with the Designated Safeguarding Lead. Options are: Managing support internally; an early help plan; or a referral for statutory services.
- Non availability of Designated Safeguarding Lead should not delay appropriate action being taken.

7.5 In a school setting

In addition to being aware of the Designated Safeguarding Lead within Essex Music Service, if working within a school environment, staff must also make themselves aware of the Designated Safeguarding Lead for each school they work in.

Within a school setting any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the Designated Safeguarding Lead within the school.

They must then also report it as soon as possible to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead) within Essex Music Service.

In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time.

The Designated Safeguarding Lead or the Deputy will then discuss the case with the Safeguarding Lead within the school.

7.6 In an out-of-school, community setting

Within out-of-school and community settings (e.g. music schools, ensemble events etc.), any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the most senior staff member present (e.g. lead contact at a music school or a member of the ensembles team) and to the Designated Safeguarding Lead at Essex Music Service.

In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time.

7.7 Referrals

The Designated Safeguarding Lead will refer cases of suspected abuse or allegations to the Children and Families Operations Hub by telephone and in accordance with the

procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

7.7.1

Referrals will be made to the Children and Families Hub by calling 0345 603 7627 or by making a referral through the [online portal](#).

Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

7.7.2

Wherever possible, the service will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers.

However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.

On occasions, it may be necessary to seek advice from the Children and Families Hub and/or Essex Police in making decisions about when it is appropriate to share information with parents/carers.

Wherever possible referrals should be made by the Safeguarding Lead. However in urgent situations when this is not immediately possible, any music service staff member may contact the Children and Families Operations Hub.

7.8 Right to follow-up

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead.

Guidance as how to do this is provided in the Music Service's ESCB Level 2 training.

7.9 Urgent child protection referrals (for child at immediate risk of significant harm):

If you need to make an urgent child protection referral (where child may be at immediate risk of significant harm), you should contact phone Contact Essex on 0345 603 7627 and ask for the Children and Families Hub Priority Referral line. (*OUT OF HOURS Phone: 0345 606 1212*).

8. Training and Support

8.1 Requirements

The Designated Safeguarding Lead (and Deputies) undergo updated Level 3 Child Protection training at least every two years.

All music tutors and other staff members who have contact with children and young people are required to undergo SET Level 2 Child Protection training every two years.

This training will be updated regularly, in line with advice from the Essex Safeguarding Children Board (ESCB). From September 2022 training has been brought in line for all staff for September on a biennial basis.

All Child Protection training is recorded and certificates will be sent to attendees. In addition, reading material and Safeguarding updates will be sent out annually, and all staff members will be required to read all materials.

Staff may also be required to complete online 'top-up' or topic-specific courses.

8.2 DSL & Deputy Training

The service ensures that the Designated Safeguarding Lead (and Deputies) also undertakes training in inter-agency working and other matters as appropriate.

8.3 Code of Conduct

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct Policy below.

9. Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members.

This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

10. Records and Monitoring

Well-kept records are essential to good child protection practice.

Our service is clear about the need to record any concern held about a child or children within our care, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location.

All records will be dated and signed and will include the action taken.

This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file).

All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.)

11. Interagency working

It is the responsibility of the Designated Safeguarding Lead to ensure that the service is represented and that a report is submitted to any child protection conference called for children known to the service.

Where appropriate, any report will be shared in advance with the parent(s)/carer(s). Whoever attends will be fully briefed on any issues or concerns the service has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their attendance at music service events, and their progress, welfare and presentation.

If the service is part of the core group, the Designated Safeguarding Lead will ensure the service is represented, providing appropriate information and contributions to the plan at these meetings.

Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm.

In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done and the actions agreed.

New safeguarding partners and child death review partner arrangements came into place from September 2019.

These will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area.

Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2019a) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.

12. Supporting Pupils at Risk

Our Service is committed to ensuring that our pupils receive the right help at the right time. Schools and other education settings may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm.

Nevertheless, whilst at school or in other settings, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children. Our service will endeavour to support all pupils through:

- Supporting schools to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation;
- The service ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of school behaviour management policies;
- A consistent approach from all staff which will endeavour to ensure our pupils know that some behaviour is unacceptable but that they are valued;
- Regular liaison with other professionals and agencies who support the pupils and their families;
- A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount;
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection;
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems must be particularly sensitive to signs of abuse;
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and in may be in need of support or protection.

13. Allegations involving a Member of Staff

13.1 SET Procedures

The service works in accordance with statutory guidance and the SET procedures (ESCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

13.2 Processes

Our processes are governed by Essex County Council, and by Part 4 of Keeping Children Safe in Education (2022).

The service has processes in place for reporting any concerns about a member of staff (or any adult working with children).

- Any concerns about the conduct of a member of staff within a school will be referred to the Headteacher (or the Deputy Headteacher in their absence) as well as the Music Service Lead Officer.

- This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures.
- Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.
- Where the concern involves the Headteacher, it should be reported direct to the Essex duty LADO (Local Authority Designated Officer) on 03330 139 797
- Within an out-of-school or community setting, any concerns about a member of staff (or any adult working with children) should be referred to the Music Service Lead Officer.
- Where the concern involves the Music Service Lead Officer, it should be reported direct to the Essex duty LADO (Local Authority Designated Officer) on 03330 139 797.
- SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Music Service Lead Officer must inform the duty Local Authority Designated Officer (LADO) in the Children’s Workforce Allegations Management Team on 03330 139 797 within one working day.
- However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement.
- This will include advice on speaking to pupils and parents and HR.
- The service does not carry out any investigation before speaking to the LADO.

13.3 Guidance

- The 1989 Children Act states that in the event of an allegation being made, the matter must be investigated.
 - This may include the allegation being reported to the police and the tutor being suspended from duty pending an investigation.
 - If you feel that you are in a situation that could develop into an awkward incident, even if it seems trivial to you, do not underestimate the possible consequences.
 - For your own protection speak confidentially to a member of Essex Music Service management team immediately.

14. Promoting Positive Mental Health and Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this.

Our service wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency.

The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils.

Parents and carers should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

"If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy."

Part One, Section 47

"The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans."

Part Two, Section 186

15. Use Of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight.

'Reasonable' means using no more force than is needed.

We work in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

16. Whistleblowing

16.1 Descriptor

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the service's Conduct / [Whistleblowing](#) policy.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in this policy.

16.2 External channels

We want everyone to feel able to report any child protection / safeguarding concerns.

However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

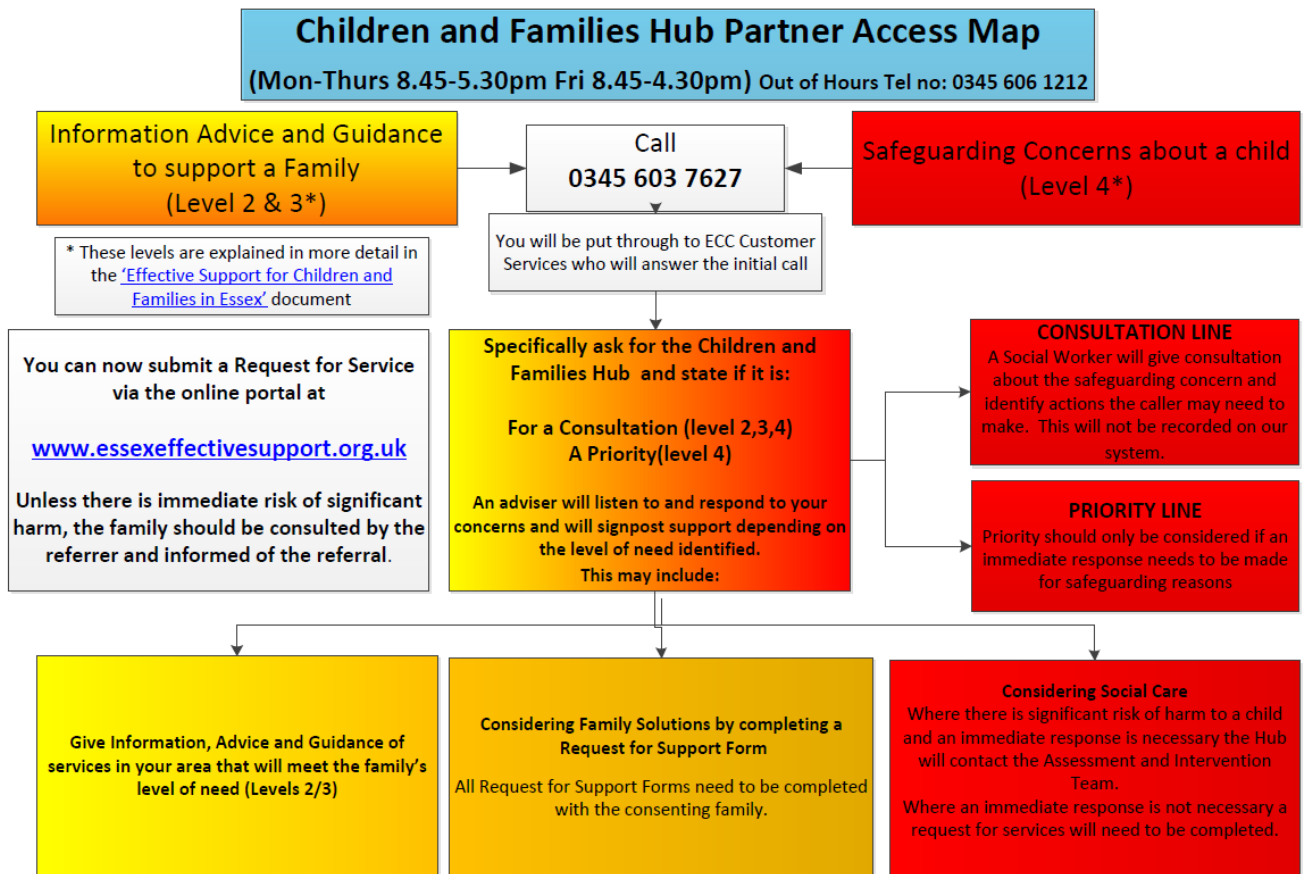
17. Support

Whilst the Service always takes a child-centred approach to Child Protection issues, we recognise that staff who receive a disclosure or are working in some way with an affected pupil may become distressed by the themes or content which they are exposed to.

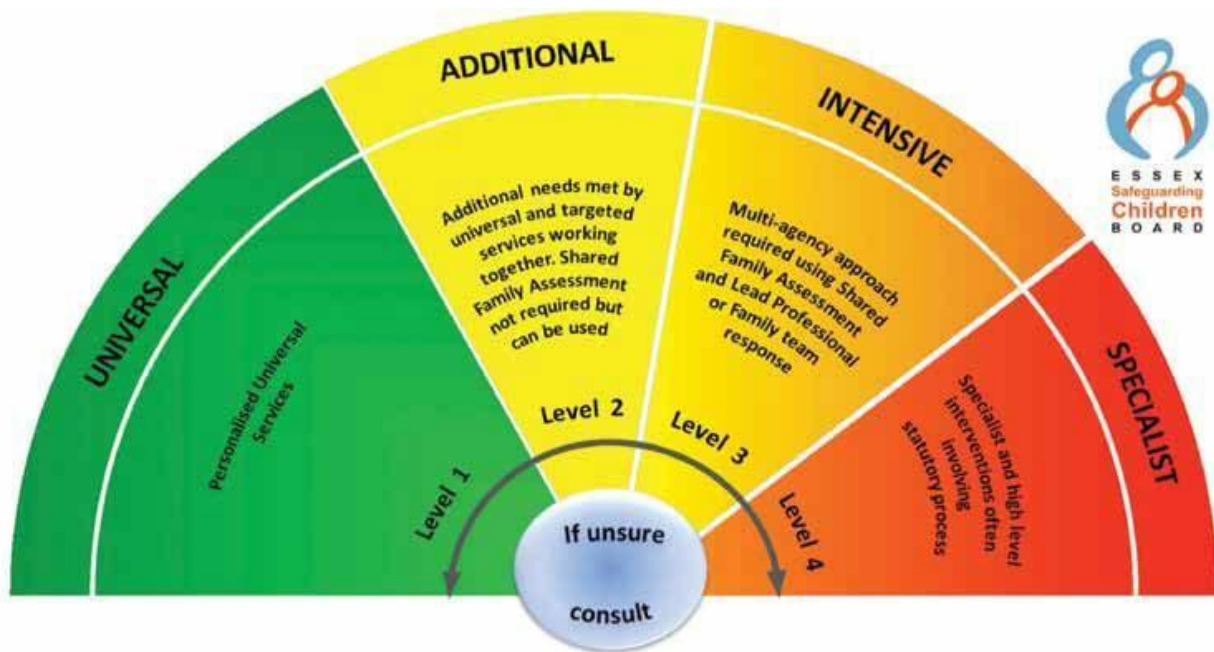
The Service is responsible for all employee welfare, and will help any staff who might need professional support after such an incident.

If staff members need additional support around these issues they should contact the Music Service Lead Officer.

18 – Appendix A: Children and Families Hub Flow Chart



19 – Appendix B: Essex Windscreen of Need and Levels of Intervention



19.1 Partner organisations

All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs.

We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

19.2 Children with Additional Needs

Children with Additional needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed.

When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

19.3 Children with Intensive Needs

For children whose needs are Intensive, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

19.4 Specialist Services

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development.

Examples of specialist services are Children's Social Care or Youth Offending Service.

By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Leads on to Part Two: Staff Code of Conduct (separate document

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