



Safeguarding and Child Protection Policy

Policy Number:	2
Policy Name:	Safeguarding and Child Protection Policy
Policy Date:	June 2021

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Section 1

Introduction

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on <https://safeguarding.calderdale.gov.uk>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- Children Act 1989 and Children Act 2004
- Education Act 2011
- Teaching Standards 2012

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children in need to have optimum life chances

(Working Together to Safeguard Children, 2018)

We believe that:

- Trust plays a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 2

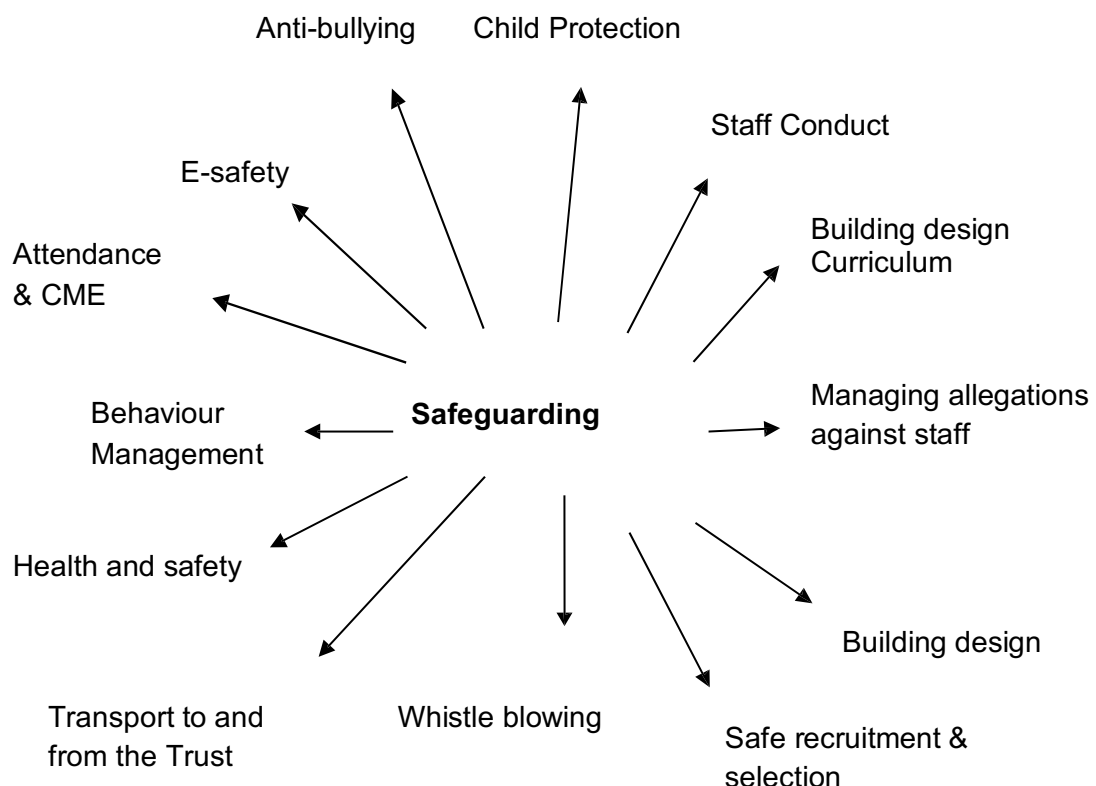
Trust Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the Trust.

The purpose of this policy is:

- To inform staff, parents, volunteers and adults about the Trust's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.
- Everyone working in or for our Trust shares an objective to help keep children and young people safe by:
 - reading and understanding Part 1 of Keeping Children Safe in Education (2021)
 - providing a safe environment for children and young people to learn and develop in our Trust setting.
 - identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our Trust setting

Calderdale Music Trust is committed to safeguarding and promoting the wellbeing of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Trust, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The Trust ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



Section 3

Providing a Safe and Supportive Environment

3.1 Safer Recruitment and Selection

The Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the Trust, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2021) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This Trust is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the Trust;
- all others who work in regular contact with children in the Trust, including Trustees and volunteers.

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

David Heywood
Tracey Whitaker

Principal
Receptionist

Designated Safeguarding Lead
Deputy Designated Safeguarding Lead

The above people have undertaken Safer Recruitment Training within the last 5 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

3.2 Safe Working Practice

The Teaching Standards (2012) state that tutors, including Managers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our Trust are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Practical guidance and good practice is clearly given in the Guidance on Safe Working Practice section in the Trust's staff handbook. It is compulsory for all members of staff to collect and sign for the Trust staff handbook during their induction. It is an expectation that all staff members of the Trust read the staff handbook to ensure they are familiar with the guidance on Safer Working Practice.

The Trust's safer working practice follows Department of Education guidance and ensures that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from Trust Leadership over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability;
- comply and are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

For further guidance, all staff are **expected** to read the Trust's staff handbook.

3.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the Trust's work, (such as premises and equipment, on-site activities, off-site activities, venues used, transport). Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

3.4 Safeguarding Information for Pupils

All pupils in our Trust are aware of a number of staff who they can talk to. The Trust is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a designated safeguarding lead (DSL) who is a senior member of staff with responsibility for child protection and know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not available, We inform pupils of whom they might talk to, both in and out of Trust, their right to be listened to and heard and what steps can be taken to protect them from harm.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

3.5 Partnership with Parents

The Trust shares a purpose with parents to educate and keep children safe from harm. The Trust provides e-safety advice to parents, provides an extensive parent and carer information on the Trust website.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Calderdale Music Trust will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with the support team at the Trust and we encourage use of SpeedAdmin as an opportunity to provide feedback to the Trust. We make parents aware of our policy through on our website and all safeguarding policies are available to read on the Trust website. Posters and displays also ensure that Safeguarding has a high profile within the whole Trust community.

3.6 Partnerships with others

Our Trust recognises that it is essential to establish positive and effective working relationships with other agencies. These include *LA, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with Trusts, NSPCC, National Youth Advocacy Service, Children's Fund First response*. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. As a Trust, we will cooperate with social care agencies where they are conducting child protection enquiries.

3.7 Trust Training and Staff Induction

The Trust's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Trusts Safeguarding Advisor. The DSL (Designated Safeguarding Lead) attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Managers and all other Trust staff, including support staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Calderdale Music Trust ensure that this takes place by Annual training on CP for all staff and additional training for any new members of staff who join the Trust throughout the year, as recommended by Calderdale Safeguarding Children's Partnership <https://safeguarding.calderdale.gov.uk>.

All staff (including temporary staff and volunteers) are provided with the Trust's staff handbook and part 1 of the Safeguarding information to all staff taken from the Keeping Children Safe in Education (2019) and informed of Trust's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

3.8 Support, Advice and Guidance for Staff

Staff will be supported by Trust's safeguarding team within Trust, LA and professional associations. The Designated Safeguarding Lead for Safeguarding/Child Protection will be supported by The Principal, supervision with other DSL and nominated governor advice is available from the Trust's Safeguarding Advisor (Stephen Barnes 01422 392134).

Safeguarding is also an agenda item for whole Trust training. There is an opportunity for the Child Protection team to have a discussion and to raise concerns on a weekly basis during Team Meetings.

Section 4

Ensuring That Children Are Safe At Home And At The Trust

4.1 Child Protection Procedures

Tutors and other adults in Trust are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public, which foster respect, confidence and trust, can lead to disclosures of abuse, and/or Trust staff being alerted to concerns.

The Child Protection Procedures detail what the Trust would define as abuse referring to the definitions from Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2021).

All staff follow the Trust's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children's Partnership guidance.

It is **not** the responsibility of the Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Guidance to Music Leaders and other staff members includes the following:

If a child tells you something that suggests they or someone else is at risk, or you see something that concerns you in terms of a behaviour, mark or bruise when in a school:

- Remind the child that you may have to pass information on and that you can't keep anything a secret
- Remember you are not there to investigate and do not ask any leading questions – the least you say the better!
- Immediately after the lesson share the information with the Designated Safeguarding Lead within school
- Follow ABE procedure to record your best evidence of what you heard/saw
- Share your concerns with your Designated Safeguarding Lead as soon as possible so they can liaise with school if necessary
- Be available should the DSL from school/MAST/Police need to speak directly with you

4.2 Achieving Best Evidence (ABE) - Procedures

If a child makes an allegation directly to you or if someone contacts you to tell you that a child has made an allegation to them – use the following to ensure you follow ABE Guidance

- As soon as you are aware that the child is making an allegation, remind them that you can't keep it confidential.
- Say as little as possible
- Listen without interruption
- Do not positive reinforce what they are telling you or even that they are telling you
- Do not use leading questions (TED: Tell me, Explain to me, Describe to me)
- Write your contemporaneous notes in as much detail as soon as possible.

Content of the notes:

- Use the child's words – and do not assume you know what they are saying, do not summarise and do not replace words with 'better' ones
- Who was present when the allegation was made?
- What was the context around the child making this allegation to you?
- Where were you/what were you doing?
- What was the child's demeanour like?
- Was there a trigger?
- How did the child present before, during and after making the allegation
- Did the child repeat the allegation and if so was their account consistent?
- Follow up how the child has been since making the allegation

Format of the notes:

- It is less important what you write these notes on but then;
- Sign & date them
- Scan and provide a copy to the DSL (if in school), the Social Worker and the VSH.
- DSL will upload to CPOMS
- You need to upload to CASS
- You also need to keep the original copy
- Remember that this could be the only record of this allegation
- These notes could be scrutinised in court
- You may have to refer to these notes in court a considerable time after the allegation

4.3 Supporting the child and partnership with parents

The Trust recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents.

Whilst we may on occasion need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will always provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavor always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

4.4 Preventing violent extremism

In conjunction with the policy paper 2010-2015 government policy on Counter Terrorism:

- The Trust references and complies with the Government's Counter Terrorism strategy (CONTEST)
- The Trust supports the prevent element of the government's four point strategy.
- As a Trust we establish an environment that identifies young people who are at risk of radicalisation and in addition works with external agencies to support, prevent and advise in order to deal with the risks.

In addition we reference the following document:

'Learning Together to be Safe, a Toolkit to Help Trust's Contribute to the Prevention of Violent Extremism' was published in October 2008, as part of the ongoing Government's strategy on preventing extremism, or 'Prevent'.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the Designated Safeguarding Lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

In terms of being aware of potential risks and signal events which can impact on our pupils and our Trust community the Trust's makes every attempt to:

- Ensure that the Trust are aware of and manage potential risks to pupils and the wider Trust community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the Trust community
- Regularly review emergency plans and procedures to prepare for future events and risks.

Section 5

Allegations made against person(s) working in or on behalf of the Trust (including volunteers).

5.1 Managing Allegations Procedure

Where an allegation is made against any person working in or on behalf of the Trust the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.

Section 6

Online Teaching

6.1 Overview

Lessons taking place should be normal teaching practice and the video environment should be considered a 'classroom'. Tutors will have the same expected professional behaviours and safeguarding roles as set out in the Calderdale Music Trust Handbook. There are additional responsibilities and considerations as laid out below.

Any lesson must take place using Microsoft Teams. Advanced security procedures have been implemented within our set up to ensure the learning environment is safe and secure. These include:

- A unique password for tutor's Microsoft Teams account
- unique password for pupil's Microsoft Teams account issued to parents
- Tutor controls who can enter the session
- Tutor can remove anybody from the lesson at any time

All lessons will be accessible for Calderdale Music Trust Senior Leadership Team to 'drop in' and oversee at any time for the purposes of safeguarding.

Staff, parents/carers, and students will all have Calderdale Music Trust contacts they can report any issues to. Contact channels will be disseminated for both safeguarding and technical issues.

As per our standard safeguarding policy a member of management staff will be on call at all times when teaching is taking place to report any safeguarding concerns.

All tutors taking part in the programme will take part in specific online tuition training. This will cover safeguarding procedures, use of the software and appropriate teaching methods. Training should be renewed every year and will be logged centrally with other safeguarding training.

6.2 Information for parents, carers and students

Parents/carers must give prior consent to their child taking part in Calderdale Music Trust lessons delivered through Microsoft Teams and agree to the following code of conduct:

- Parents/carers should be nearby when the lesson takes place but are not expected to directly take part in the lesson.
- Parents/carers should announce their presence to the tutor at the start of the lesson.
- If a parent/carer is not present at the start of the lesson then the lesson will be terminated by the tutor. The pupil may then rejoin once an adult is present.
- Other children are not allowed to be present during lessons.
- Students should receive lessons in a shared family space (or school classroom) and not in a student's bedroom, unless there is no alternative (e.g. because of instrument location, such as drum kit)
- Parents/carers should maintain an 'open door' policy during lessons.
- Students and parents/carers should know how to act if they have any concerns with regards to a tutor or Calderdale Music Trust staff member. Concerns should be sent to David.Heywood@calderdalemusictrust.org.uk
- Students should be dressed appropriately for a lesson, wearing clothes suitable for being seen in public.
- School uniform is not necessary.
- Parents/carers must also adhere to the expectations of dress and setting.

- Language must always be professional and appropriate during lessons, including any family members that may pass in the background.
- Parents/carers and students should stop lessons by leaving the session if they feel the tutor is not meeting expectations and report this to Calderdale Music Trust.

6.3 Information For Tutors

1. Session and data management

- Tutors must ensure that the operating system and Microsoft Teams in use during lessons are kept updated, to ensure that lessons are protected against emerging security threats
- Administrators will have access to all lesson sessions. Tutors will all have individual log-ins to the system as 'hosts'
- All communications between tutors and parents will take place within the Microsoft Teams platform. Both tutors and parents have been issued with Calderdale Music Trust email addresses. Tutors should not make direct contact with pupils.

2. Computers and equipment

- If using their own desktop or laptop computer tutors should set up a dedicated user account with a clear desktop and only related programmes in order to prevent accidental sharing of unrelated or inappropriate material.
- Tutors are permitted to use the 'share screen' function taking special care to choose specific resources and not their entire desktop.
- All other web browsers and programmes not related to the lesson must be closed before starting the lesson

3. Location of lessons

- Lessons should ideally take place in front of a neutral plain background (applies to both tutor and student).
- Any furniture, pictures and ornaments visible in the tutor's teaching space should be non-distracting or school appropriate (e.g. posters, images).
- Care should be taken to minimise visibility of any personal items (e.g. family photos).
- Lessons should take place in a suitable quiet space, without intrusions from others, or movement taking place behind the tutor visible on camera.
- Tutors are advised to situate themselves so that their webcam is not pointing towards a window. This will help to make their video stream clearer.
- Tutors should know how to act if they have any concerns about a student/ parent/supervisor.