



## **SAFEGUARDING POLICY**

*Reviewed and updated 13 July 2022*

*Native School Of Music* considers the health, safety and welfare of our students our very top priority. This document is to give information of our responsibilities:

- To protect children, young & vulnerable people who receive *Native School Of Music's* services from harm. This includes the children of adults who use our services.
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection. This policy applies to anyone working on behalf of *Native School Of Music*, including directors and paid staff, volunteers, sessional workers and students.

We believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise this in a way that protects them.

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare. We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Appointing a nominated child protection lead for children and young people and a deputy for safeguarding.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing and using information professionally and securely, in line with our data protection policy and guidance.
- Making sure that children, young people and their families know where to go for help if they have a concern.
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents,

families and carers appropriately.

- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

All staff have a responsibility to follow the **5 R's (Recognise, Respond, Report, Record & Refer)** and must immediately report any concerns about learners welfare to a Designated Officer (Kyle Kokott or Nicola Kokott).

## Child abuse and neglect

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a child directly, or indirectly by failing to protect them from harm that they become aware of.

Abuse is a form of mistreatment of a child, adult or vulnerable individual. Abuse or neglect may occur by inflicting harm or by failing to act to prevent harm. 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

Some forms of abuse and neglect to be aware of:

- **Emotional abuse** is the persistent emotional mistreatment as to cause severe and persistent adverse effects on the child's emotional development. The results of such abuse making the child feel that they are worthless, unloved, or inadequate. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Physical abuse** can involve shaking, hitting, poisoning, burning, throwing, suffocating drowning or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fakes the symptoms of, or deliberately causes, ill health to a child.
- **Sexual abuse** involves forcing or enticing a child to take part in sexual activities, often with the child trusting the individual not being aware of what they are engaging in. This can involve physical contact, or non-contact activities such as showing children sexual activities or encouraging them to behave in sexually inappropriate ways.
- **Neglect** is the consistent failure to meet a child's basic needs, both physical and emotional. This can be a failure to provide adequate food, clothing or shelter, or to protect a child from physical and emotional harm, or to ensure adequate supervision or to allow access to medical treatment.

*All Native School Of Music staff should be aware that abuse, neglect and safeguarding issues are rarely isolated events that can be covered by one definition. More often than not, these issues with overlap with one another. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. External family factors can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.*

## Child Sexual Exploitation & Child Criminal Exploitation

Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this imbalance of power can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or various other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the benefit or other advantage of the perpetrator. The abuse can be a one-off occurrence or a continuation of incidents over time, from opportunistic to organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited by the activity appearing consensual and the exploitation as well as being physical can be facilitated and/or take place online.

## Mental Health

*Native School Of Music* staff should also be aware that mental health problems can, in some cases, indicate that a child has suffered or could be at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. *Native School Of Music* staff however, can occasionally be in a position to observe any changes to a child's behaviour and, where warranted, raise questions for the reasons for the changes.

Cases where children have suffered abuse and neglect, or potentially traumatic childhood experiences, this can have a long lasting impact continuing throughout childhood, teenage years and into adulthood. It is of utmost importance that if staff become aware of these experiences, that this can impact on the child's mental health, behaviour and education.

Should staff have a concern about a child's mental health, it is a safeguarding concern, and action should be taken promptly.

## Signs of child abuse and neglect

Signs of possible abuse and neglect may include:

- Changes in a child's behaviour
- Deterioration in a child's general well-being
- Unexplained bruising or marks
- Things a child might say, which give cause for concern:

Reasons to suspect neglect or abuse. *eg.* in the child's home life, or that a girl may have been subjected to, or may be at risk of, female genital mutilation, or a child may have witnessed domestic abuse or inappropriate behaviour displayed by a member of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.

### **If abuse is suspected or disclosed:**

When a child makes a disclosure to a member of staff, that member of staff will:

- React in a calm manner.
- Encourage the child that they were not to blame and were right to speak out
- Listen carefully, but be careful not to question them or investigate (*eg.* ask to see other bruises).
- Reassure that action will take action.
- Record the incident on a 'Logging An Incident Form'.
- Report the disclosure to the DSP.

If a member of staff witnesses or suspects abuse, they will record the incident straightaway on the form. If a third party expresses concern that a child is being abused, we will encourage them to contact Social Care directly. If they will not do so, we will explain that *Native School Of Music* is required to do so. The incident will then be logged accordingly.

## **Peer-on-peer abuse**

It can be possible for children to be vulnerable to abuse by their peers. *Native School Of Music* has a zero-tolerance policy regarding peer on peer abuse and is taken seriously by the staff and will be subject to the same child protection procedures as other forms of abuse.

Staff are aware of the potential uses of information technology for bullying and abusive behaviour between young people.

It is the staff's responsibility not to ignore abusive behaviour or excuse it as normal between young people. If one or more of the below is seen or brought to the attention of staff, it should engage concern about the potential of peer-on-peer abuse:

- Sexual activity, in primary school aged children, of any kind. (including sexting).
  - One child is notably more dominant than the other.
  - One children is notably more vulnerable that the other (eg. Disability, confidence, physical strength).
  - There has been some use of threats, bribes or coercion to ensure compliancy or secrecy
- If peer-on-peer abuse is suspected or disclosed, it will follow the same procedures as set out above for responding to child abuse.

## **Extremism and Radicalisation**

Working with children we have a legal duty to protect them from the risk of radicalisation and being drawn into extremism or extremist behaviour.

Some reasons a child may be vulnerable to radicalisation:

- A feeling of alienation or being alone.
- Seeking an identity or individuality.
- They could be suffering from mental health issues (ie. Depression)
- Wanting adventure or to be part of a larger cause.
- Relating to others who hold extremist beliefs.

## **Signs of Radicalisation**

Signs to look out for regarding a child being at risk of radicalisation:

- Changes in behaviour, *ie.* becoming isolated or aggressive.
- Claiming that terrorist attacks and violence are right or reasonable.
- Looking at violent or extremist material online.
- Having in their possession or sharing violent extremist content.

If a member of staff suspects that a child is at risk of becoming radicalised, they must record any relevant information or other observations on a 'Logging A Concern' form and refer the matter to the DSP directly in person, by email or by phone call.

## **Logging an Incident**

All information about the suspected abuse, disclosure, or concern about radicalisation, will need to be recorded on the 'Logging A Concern' form. This needs to be done as soon as possible after the event. Make sure that the record includes the following:

- Date of the disclosure, the incident or the observation causing concern.
- Date and time when the record was made.
- Name and Date of Birth (DOB) of the child involved.

- Be as accurate in the report as possible. Be as factual as possible with the report in regards to what happened. If recording a child's disclosure, you must use the child's own words.
- Name, signature and job title (role) of the staff member making the record.

The record/account recorded will be given to *Native School of Music's* DSP who will decide on the appropriate course of action.

For concerns about child abuse, the DSP will contact **Social Care - for the South East (Redhill, Horley & Reigate and Banstead contact 0300 123 1620**. The DSP will follow up all referrals to Social Care in writing **within 48 hours**. If a member of staff thinks that the incident has not been dealt with properly, they may contact Social Care directly.

For minor concerns regarding radicalisation, the DSP will contact the **Local Safeguarding Children Board (LSCB)** or Local Authority Prevent Co-ordinator. For more serious concerns, the DSP will contact the Police on the non-emergency number (101), or the anti-terrorist hotline on 0800 789 321. For urgent concerns the CPO will contact the Police using 999.

### **Allegations Against Staff**

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded on a 'Logging a Concern' form. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (**LADO**) and to **Ofsted**. The LADO will advise if other agencies (eg police) should be informed, and *Native School Of Music* will act on their advice. **Any telephone reports to the LADO will be followed up in writing within 48 hours.**
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.  
If appropriate, *Native School Of Music* will make a referral to the Disclosure and Barring Service (DBS).

### **Promoting Awareness Among Staff**

*Native School Of Music* promotes awareness of child abuse and the risk of radicalisation through its staff training. *Native School Of Music* ensures that:

- Safe recruitment practices are followed for all new staff
- All staff have access to a copy of this Safeguarding Children policy, understand its contents and are vigilant to signs of abuse, neglect or radicalisation. They are required to sign to acknowledge that they have read the policy.
- All staff are aware of their statutory duties with regard to the disclosure or discovery of child abuse, and concerns about radicalisation
- All staff receive basic safeguarding training (NSPCC - Introduction to Safeguarding and Child protection)

### **Use of iPads, mobile phones and cameras**

Photographs can only be taken of children with their parents' permission/consent. Only cameras or iPads belonging to *Native School Of Music* will be used to take photographs of children. **To protect staff and children, personal mobile phones can only be used by staff when children are not present.**

### **Recording Media**

Video recording of children performing for the school's website or for promotional content can be a positive part of *Native School Of Music's* culture, and a great way of showcasing what we do at the school. However, it can be a very sensitive issue, both legally and emotionally, and it is imperative that the following be adhered to by all staff:

- Consent must be obtained by the child's parents before any filming can take place.
- This consent must be recorded either digitally or physically.
- All recording must be done on approved *Native School Of Music* equipment only.
- Media may only be published through approved *Native School Of Music* channels (ie. Website, social media channels).
- Never upload any *Native School Of Music* media to your own personal social media channels.
- Do not share any *Native School Of Music* media on your own personal social media channels unless it is taken from a public source eg. the *Native School Of Music* website.
- When you have finished uploading, processing or otherwise using the media, delete it from the device within 24 hours.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning) and Government advice in the document 'Working together to Safeguard Children': <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

#### **Contact details Nominated child protection lead**

Name: Kyle Kokott

Phone/email: [nativemusicschool@gmail.com](mailto:nativemusicschool@gmail.com)

#### **Deputy child protection lead**

Name: Nicola Kokott

Phone/email: [nativemusicschool@gmail.com](mailto:nativemusicschool@gmail.com)

#### **NSPCC Helpline 0808 800 5000**

We are committed to reviewing our policy and good practice annually.

Signed .....  ..... (Kyle Kokott)

Date: 13 July 2022