

Revised 28/09/2018

LMS/IHL Child Protection Policy

Gerald Sterling, LMS/IHL Designated Safeguarding Lead (DSL)

Introduction:

Lambeth Music Service recognises that it has a responsibility for the safety of children in its care. It also recognises that good child protection policies and procedures are of benefit to everyone involved with the service, including staff, as they help protect them from erroneous or malicious allegations. For the purpose of this policy, LMS/IHL staff includes all employees or engaged tutors who come into contact with children, whether it be instrumental/vocal/musicianship tutors, pastoral staff, administrative staff or senior managers.

All staff that have unsupervised access to, or contact with, children are required to

1. Read, understand and follow the Child Protection Policy
2. Recognise and accept their responsibilities
3. Develop awareness of the issues which cause children harm
4. Report concerns to senior managers

LMS/IHL safeguards children by:

1. Adopting child protection procedures and a code of practice for all staff
2. Reporting concerns to the appropriate authorities
3. Ensuring all new staff have been police checked through the Disclosure and Barring Service
4. *LMS/IHL* safer recruitment procedures that help deter, identify reject people who might abuse children. We adhere to the statutory guidance 'Keeping children safe in education, Sept. 2018, to ensure that all LMS/IHL staff have had the appropriate checks carried out.
5. ensuring that all staff have read and are understand how to implement this policy, including:
 1. Appendix 1 (Recognising and Responding to signs of abuse)
 2. Appendix 2 (Digital and Social Media)

A culture of mutual respect between children and LMS/IHL staff is encouraged, with adults modelling good practice in this context. It is part of LMS/IHL's responsibility in the duty of care towards children that anybody who encounters child protection concerns will be supported when they report their concerns in good faith. LMS/IHL recognises that the teaching of students on a one to one basis places huge trust on tutors and requires equal trust from parents and carers.

We also recognise that tutors are vulnerable to malicious and erroneous allegations. This policy is designed to help protect all who teach, learn, administer and manage at LMS/IHL.

Local Authority Contacts:

Gerald Sterling, Head of Service: 0207 091 1240 ext 8

Lambeth Children's services first response telephone: 020 7926 3100

Out of hours telephone: 0207 926 1000

Important documents and resources:

MU advice for music tutors: <http://www.musiceducationuk.com/safeguarding-tutors/>

Working Together to Safeguard Children, July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

What to do if you are worried a child is being abused, 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Keeping children safe in education, September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

Working Together to Safeguard Children, July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

What to do if you are worried a child is being abused, 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Code of Practice

Physical contact with children should be avoided in the teaching of vocal/instrumental technique. However, if all other strategies have been exhausted, it may be the professional judgement of the tutor that physical contact is necessary and appropriate. In this circumstance, the child must provide prior permission.

1. Technique will normally be taught by explanation and by the tutor modelling good practice. Where explanation and modelling of a technical remedy has proved fruitless, a tutor's professional judgement may be that a minimum of physical contact may be required. Typical examples may be related to the position of a bowing arm, or the correction of wrist or finger positions. In such circumstances the following procedures must apply:
 - i. that modeling and explanation has proved fruitless
 - ii. That the permission of the child has been requested and given i.e. "do you mind if I just move your arm a little..."
 - iii. Those parents/carers have the absolute right to request a no touching policy under any circumstances. Such a request should be put in writing to the Head of LMS/IHL under confidential cover.
2. As Lambeth employees, LMS/IHL tutors may not arrange to teach a pupil on any site other than a Lambeth school or music centre.
3. Students may not be given lifts in staff private cars.
4. Where LMS/IHL for pedagogical or publicity/marketing reasons wishes to record lessons, rehearsals or other events on film or video/DVD, written permission will be required from the parents/carers of each child involved.
5. One to one lessons must be taught in rooms that have windows in the doors (schools have been advised in their Service Level Agreement that this is required).
6. It is expected that staff will not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.
7. It is important not to deter children from making a disclosure of abuse for fear of not being believed, and to listen to what they have to say. Staff should not attempt to investigate a disclosure that gives rise to a child protection issue but should report the matter to the Head of LMS/IHL. **Staff should never promise a child complete confidentiality in a child protection issue but should advise students that the matter will be referred on to the designated officers for child protection.**

8. Staff should remember that those who abuse children can be of any age, gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
9. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct – which will always exclude bullying, shouting, racism or sexism
10. LMS/IHL tutors are encouraged to join a professional body such as a Trade Union, which can provide advice and support.

Designated Officers for Child Protection

LMS/IHL Safeguarding Team:

Gerald Sterling - Head of LMS/IHL (Designated Safeguarding Lead)

Doreen Clarke - Music Service Administrator (Deputy Designated Safeguarding Lead)

Daniel Clarke - Business Manager (Deputy Designated Safeguarding Lead)

Steven Moore - IHL After-School Lead (Deputy Designated Safeguarding Lead)

Please also ascertain who the Designated Safeguarding Officer is in each school where you teach. Issues which arise at other venues will be dealt with by the Lambeth Music Service safeguarding team.

Procedures for reporting concerns

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of LMS/IHL staff;
2. a child “disclosing” abuse; a) Physical, b) Emotional, c) Sexual, or d) Neglect
3. bruising or evidence of physical hurt; which may or may not be accompanied by;
4. Unusual behaviour by a child.

Procedure:

Concerns should be reported via email within twenty-four hours to the Head of LMS/IHL (Designated Safeguarding Lead) using the safeguarding ‘Green Form’. Please ensure that the email subject is labelled ‘PROTECT’. **If your concern is urgent, or you don’t feel that you can discuss it with a member of the the LMS/IHL Safeguarding Team, please contact the local authority on the number above.**

Delay could impact the welfare of a child

Advice to staff on the appropriate response to a child making an allegation of abuse

1. Stay calm.
2. Listen to what is said.
3. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at his/her own pace.
6. Ask questions for clarification only, do not ask leading questions
7. Reassure the child that they have done the right thing in telling you.
8. Tell the child what you will do next, and with whom the information will be shared.
9. Record in writing what was said using the safeguarding Green Form. Please use the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure the record is signed and dated.
10. It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Officer.

Appendix 1 (Keeping Children Safe in Education July 2018)

Recognising and Responding to Signs of Abuse

Definitions of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female genital mutilation (FGM): FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon tutors in England and Wales, to

personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for tutors to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve the children's social care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- Family / child may be asked to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: fmu@fco.gov.uk

Extremism and radicalisation

All LMS/IHL staff must complete the online Prevent training [‘Preventing extremism and radicalisation’](#)

Protecting children from the risk of radicalisation should be seen as part of LMS/IHL wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

From [1 July 2015, schools] [18 September 2015, colleges] are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

LMS/IHL will undertake Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

The LMS/IHL designated safeguarding lead is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Vulnerable children:

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. LMS/IHL will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Our designated tutor for looked after children is: Gerald Sterling, Head of Service

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that 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;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in training for staff.

2. Recognising and Responding to Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Physical signs of abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or games
- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks
- Broken bones
- Scalds
- Injuries which have not received medical attention
- Neglect-under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains

Changes in behaviour which can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example, wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

Emotional signs of abuse

The physical signs of emotional abuse may include;

- A failure to thrive or grow particularly if a child puts on weight in other circumstances e.g. in hospital or away from their parents' care
- Sudden speech disorders
- Persistent tiredness
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Being unable to play
- Attention seeking behaviour
- Fear of making mistakes
- Self-harm
- Fear of parent being approached regarding their behaviour

Sexual Abuse

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal area
- Bruising or bleeding near genital/anal areas
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as over-eating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way with adults

Neglect

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children

- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

Forced Marriage:

- Persistent absence
- Surveillance by siblings or cousins
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Appendix 2

Digital and Social Media

Safer working practices for adults working with technology with children & young people

Professionals (including volunteers) working with children and young people must appreciate that the nature and responsibilities of their professional roles place them in a position of trust with children and young people.

This appendix provides guidance to professionals who work with children and young people around safer working practices with technology and aims to:

- Ensure that children and young people are safeguarded in the digital world
- Provide professionals with advice and good practice to enable them to work safely and also to monitor their own practices by way of a culture of vigilance in the workplace
- Assist professionals to comply with their own Codes of Practice / Acceptable Use of Internet policies
- Minimise the risks of allegations of abuse or inappropriate behaviours being made against members of staff

- Project a clear message that unlawful or unsafe / risky behaviours are unacceptable and that disciplinary action will be taken in line with other council policies

Employees may be investigated under the recognised disciplinary procedure for non-compliance but may initially be investigated by the Council under allegation protocols to consider whether they have harmed a child; committed a criminal offence towards a child; or have otherwise behaved in a manner towards a child that determines that they are unsuitable to work with or be in a position of trust with children. The outcome of such investigations is likely to be referred to the Independent Safeguarding Authority for consideration for barring from working with children

LSCB e–Safety Strategy & Policy

Please read and refer to the LSCB e-safety strategy and policy. If you require any further clarification or advice please contact the Head of LMS/IHL

<https://www.lambethscb.org.uk/professionals/online-safety>