

Safeguarding Policy

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This policy will be reviewed by the Deputy Principal and Dean
Review Date: March 2018 (*unless there are changes in practice, legislation or guidance requiring an earlier update*)

1. POLICY STATEMENT

- 1.1 The Royal Academy of Music's mission is to provide pre-professional, undergraduate and postgraduate musical training of the highest national and international standards. It aims to enrich musical culture through the training and education of the most talented students to the highest standards.

The Academy therefore recognises that within this environment the welfare of children is paramount and takes seriously its statutory duty and moral responsibility to ensure that, in all its activities and functions, robust measures exist to safeguard children and to protect them from harm or abuse.

- 1.2 The Academy is committed to meeting its duty to safeguarding responsibility under legislation and guidance for children it comes into contact with, within the Academy environment and through activities and events. The Academy aims to maintain a safe and welcoming environment for staff, visitors and to safeguard and promote the welfare of children.
- 1.3 This policy and these procedures, written in conjunction with the NSPCC, relate to children as defined by the Children's Act 1989, a person who has not yet reached their 18th birthday.
- 1.4 The Academy is committed to shaping contemporary music life for its students through personalised direct tutelage; therefore, situations where direct contact with children may take place through:
- 1-1 and class based teaching
 - outreach activities in schools
 - music tours and residential activities
 - open days
- 1.5 The Academy acknowledges that staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage.
- 1.6 The Academy is committed to the care, respect and dignity of all children regardless of age, disability, sex, racial heritage, religious belief, sexual orientation or identity, believing each individual has the right to equal protection from all types of harm or abuse.
- 1.7 This policy and these procedures apply to all staff in any capacity: teaching, academic, administrative, mentors, volunteers and other roles such as external freelance workers, contractors, visiting artists, students, visitors and anyone working on behalf of the Academy.

For related safeguarding policies, procedures and guidance please see, Recruitment and Selection Policy, Anti-Harassment Policy, Junior Academy Anti-Bullying Policy, Data protection Policy, Whistle Blowing Policy and Procedure and Equality and Diversity Policy.

- 1.8 The purpose of this document is:
- To ensure all staff are clear about how to identify and respond to safeguarding concerns about children, or someone else's behaviour.
 - To ensure all staff understand the importance of prevention in responding proactively and efficiently to all concerns.
 - To provide information for students attending the Academy, participating in Academy events, on the responsibilities of, and approach taken by, the Academy in the protection of children.
- 1.9 Students are made aware of this policy and these procedures during their induction or through information widely distributed and provided at the Academy.
- 1.10 All Academy staff should adhere to the Academy Code of Practice (CoP) within this policy in relation to safeguarding children.
- 1.11 Information relating to any allegation or disclosure will be clearly recorded as soon as possible and there is a procedure setting out who should record information and the time-scales for passing this information on.
- 1.12 It is part of the Academy's acceptance of its responsibility of the duty of care towards children and young persons that anybody who encounters safeguarding concerns in the context of their work on behalf of the Academy will be supported when they report their concerns in good faith.

2. DEFINING CHILD PROTECTION AND SAFEGUARDING

See Appendix1 Glossary of terms for further definitions

- 2.1 The 1989 Children Act defines a child as 'a person under the age of 18'. This includes young people under 18 participating in Academy activities on Academy premises on and off site.
- 2.2 Safeguarding and promoting the welfare of children are defined¹ 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 all children to have the best life chances.
- 2.3 Safeguarding children - The action we take to promote the welfare of children and protect them from harm is every member of staff's responsibility; all who come into contact with children and their families has a role to play.

¹ England - Working Together to Safeguard Children 2015: A guide to inter-agency working to safeguard & promote the welfare of children, HM Government

- 2.4 Child protection - a part of safeguarding and promoting welfare and refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, serious harm.
- 2.5 Serious harm - serious and/or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social or behavioural development, or a potentially life-threatening injury.
- 2.6 Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults or by another child or children. Males and females can be involved in the abuse of children. There are four types of abuse (physical abuse, neglect, emotional abuse, and sexual abuse); however, in some circumstances bullying can be considered as emotional, physical or sexual abuse.
- 2.7 Physical abuse - actual or likely physical injury to a child, or failure to prevent injury
- 2.8 Sexual abuse - actual or likely sexual exploitation of a child, including prostitution, female genital mutilation and radicalisation
- 2.9 Emotional abuse - actual or likely significant adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection
- 2.10 Neglect - persistent or severe neglect of child, or failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care
- 2.11 Bullying - the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

See Appendix 2 for detailed Definitions of Abuse for Children

3. LEGAL FRAMEWORK AND STATUTORY GUIDANCE

- 3.1 The policy and procedures adopted by the Academy have been informed and developed with the support from the NSPCC Consultancy Services. The approach to safeguarding by the Academy is underpinned by a range of legislative frameworks and government guidance. These help to identify the paramountcy of the child's welfare and are fully in line with the following legislation and statutory guidance.
- Children Act 1989
 - Children Act 2004
 - Education Act 2002
 - Equality Act 2010

- Working Together to Safeguard Children 2015
 - Keeping Children Safe in Education Guidance 2014 (KCSIE)
 - Sexual Offences Act 2003
 - Data Protection Act 1998
- 3.2 Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- 3.3 Working Together to Safeguard Children (HM Government 2015) is statutory guidance which lays out the duties under Section 11. It provides a guide for all organisations on the arrangements and processes which should be in place to safeguard children, including paid and volunteer staff. *For more detail on these duties see Working Together 2015.*

Greater detail on the above legislation can be found at:

- <http://www.legislation.gov.uk/uk>
- <http://www.nspcc.org.uk/Inform/policyandpublicaffairs/uk-legislation>.

4. PROCEDURES – ROLES AND RESPONSIBILITIES

The following are provided as procedures to guide practice, about what to do when there is a concern about a child or vulnerable adult roles and responsibilities, who to report to, what to record and how to refer.

- 4.1 **Governing Body:** The governors are responsible for making strategic decisions about risk management, the organisation's activities and have overall responsibility for the safeguarding of children.
- 4.2 It is the role of the **Principal** to:
- Communicate to staff any changes in policy and procedures
 - Evaluate the effectiveness of safeguarding within the organisation
 - Review, update and develop the Academy's policy and procedures on safeguarding in consultation with the NSPCC
 - Promote the importance of safeguarding across the organisation
 - Manage complaints about poor practice of staff in any capacity
 - Make decisions about appointing someone who has a criminal record
 - Ensure that the organisation meets the requirements of its insurers regarding its safeguarding responsibilities
- 4.3 **Designated Safeguarding Lead (DSL).** The DSL for the Academy is the Director of Human Resources, who is responsible for:
- Being the point of contact for the designated safeguarding officers (DSO) about the safety and welfare of a child
 - Keeping relevant senior staff within the Academy informed about any incidents, action taken and any further action required
 - Ensuring that an individual case record is maintained of the concern, action taken, liaison with other agencies and the outcome

- Advising the organisation of child protection training needs
- Dealing with the aftermath of an incident in the organisation
- Collating monitoring data on safeguarding activities
- Updating the organisations policy and procedures on safeguarding
- Ensuring contractors comply with safeguarding best practice in undertaking their duties
- Maintaining links with the Local Safeguarding Children's Board (LSCB) to ensure local procedures are adopted, kept up to date and to become more effective in safeguarding children at a strategic level

4.4 **Designated Safeguarding Officers (DSO's)** at the Academy are responsible for:

- Being the first point of contact for staff who are concerned about the safety and welfare of a child
- Providing information and advice on safeguarding within the Academy
- Being aware of government guidance on safeguarding and child protection
- Making a referral to the relevant authorities following safeguarding incidents
- Ensuring appropriate information is available when making a referral and that the referral is made within one working day and confirmed in writing within two working days to adults social care or children social care
- Ensuring there is an accurate record of concerns and actions taken
- Informing the DSL who will keep the governors informed whenever concerns arise about a child so that a decision can be made as to what action to take
- Ensuring students, visitors, teachers and staff are aware of the Academy's safeguarding policy and procedures
- Maintaining links with the LSCB to ensure local procedures are adopted, keep up to date and to become more effective in safeguarding children at an operational level

4.5 **All staff** have a responsibility for identifying and responding to safeguarding concerns and:

- To be familiar with the Academy's safeguarding policy and procedures
- To take action (within the same working day) when a concern arises
- To report the concern immediately to the DSO named in this policy, who will determine the next steps to take
- To record concerns and actions taken (or to pass to DSO to record)
- Helpful information to record and report include:
 - The nature of the allegation or concern
 - A description of any visible bruising or other injuries (location, size, colour or any other significant factor)
 - The child's account, if he or she can give them, of what happened
 - Any times, dates, or other relevant information
 - Whether the parent, carer, child is aware of the concern
 - A clear distinction between what is fact, opinion, or hearsay.

- 4.6 A record must be kept of the concern. Use the safeguarding concern form in *Appendix 8*. The form can be completed by the person reporting the concern, or the DSO/DSL. However, it is the role of the DSO to ensure that it has been completed and appropriate action is taken.
- 4.7 It is not the responsibility of Academy staff to determine if abuse has taken place; rather they are responsible for reporting on their concerns to the appropriate individuals within the Academy such as the DSO.

See Appendix 8 Safeguarding Concern Form and Appendix 9 for emergency contact numbers.

5. PROCEDURES - WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD

- 5.1 Process for reporting concerns: there are essentially four key steps to remember and this procedure explains them. They are referred to as the 4 Rs:
1. **Recognising** abuse or neglect
 2. **Responding** to the concerns
 3. **Referring** concerns on – within the Academy (and beyond if the DSL)
 4. **Recording** any actions taken and outcomes.

See Appendix 3 Indicators of abuse for Children

- 5.2 Circumstances where concerns about a child may arise.
- They may tell you about something that has upset them, or has happened to another person
 - Someone else might report that a child has told them, or they strongly believe, that the child or vulnerable adult has been or is being harmed in some way
 - A child may show signs of injury for which there appears to be no satisfactory explanation
 - The behaviour or attitude of a member of staff or another adult towards a child worries you or makes you feel uncomfortable in some way
- 5.3 Responding appropriately to concerns.
If a child is telling you about abuse that they have suffered or that another child has suffered abuse, then you should:
- Stay calm and listen to what is being said
 - Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others but only those who need to know about it. Do not promise to keep secrets
 - Allow the child to continue at his/her own pace
 - Ask questions for clarification only, and avoid asking questions that suggest a particular answer
 - Reassure the child that they have done the right thing in telling you
 - Tell the child what you will do next

- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass your written record to the DSO who will consider what action to take next
- Keep the discussion confidential, following the procedure for reporting concerns, aside from this do not discuss with others
- Any subsequent events/incidents where you or the Academy are involved affecting the child need to be recorded

Once a concern has been raised with the DSO they should follow the process flowchart Appendix 4 for a child

6. WHAT TO DO IF THERE ARE CONCERNS OR ALLEGATIONS ABOUT ANY MEMBER OF STAFF OR VOLUNTEER

- 6.1 Child and vulnerable adult abuse can and does occur outside the family setting, within organisations as well as in other settings. This could involve anyone who has the opportunity to have contact with children or vulnerable adults through their work.
- 6.2 It is crucial those involved in the Academy are aware of this possibility and that all allegations (current or historical) are taken seriously and appropriate action taken. When dealing with any allegation against staff it is vital to keep the welfare of the child and vulnerable adult as the central concern.
- 6.3 These procedures about managing cases of allegations or concerns about a member of staff or volunteer within the Academy should be used in respect of all cases in which it is alleged that a staff member has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against, or related to, a child;
 - Behaved towards a child in a way that indicates s/he is unsuitable to work with children.
- 6.4 In any of these circumstances the following procedure should be followed:
- Staff are responsible for sharing their concern with a DSO in the first instance
 - If any member of staff does not feel able to share their concern with the DSO then s/he should speak directly to the DSL or a member of the senior management team
 - The DSO will then inform the DSL and explore the seriousness of the allegation/concern, and together they will be responsible for coordinating the management of the concern, including the decision-making about any immediate protective actions that are warranted: for example, informing and supporting the parents/guardian and children; suspension from role; confinement; change of duties etc.
 - In dealing with any allegation the DSO needs to balance: the seriousness of the allegation, the risk of harm to the child, possible contamination of the evidence and the welfare of the person concerned.

- There may need to be one or more type of inquiry depending on the nature of the concern: a child inquiry, police investigation and/or a disciplinary process. See Staff Disciplinary Procedures.

6.5 Management of Allegations: DSO Responsibilities

See Appendix 5 Management of Allegations Against Staff Members: DSO Responsibilities for more detailed information and Appendix 6 Flowchart

- The DSO will inform the DSL unless the DSO is the subject of the allegation, then it should be the DSL who reports to the Deputy Principal and Dean
- The DSO in consultation with the DSL will determine if the police need to be contacted and/or the local authority designated officer or team of officers for the management and oversight of allegations, who is responsible for capturing concerns relating to children and who will provide advice and guidance to the Academy.
- The DSO will require a written account from the member of staff/manager hearing the allegation/concern and a summary of any available additional information including the names and addresses of any potential witnesses. Both documents must be signed and dated.
- Investigations will be dealt with quickly, fairly and impartially. The member of staff should be informed about the allegation or concern as soon as possible, but not before consultation with the DSL and Children's Social Care/Police, where necessary, in respect of timing and content.
- The Police and Social Care investigation will usually need to take place prior to any disciplinary enquiry and the results may inform the disciplinary enquiry. Any disciplinary enquiry should follow the Academy Disciplinary Procedure.
- The outcome of any investigation must be recorded and a copy kept on the member of staff's personnel file.
- Under no circumstances should the accused or their colleagues make contact with or try to retaliate against those that have raised the concern or those involved in the investigation.
- If an allegation has been made and the staff member requires advice/support they should speak with the DSO. The DSO will keep the member of staff informed of the progress of the case.

See Appendix 6 process flowchart; what to do if there is a concern or allegation made about a member of staff

6.6 **Poor Practice.** (Please also refer to point 11 Codes of Practice). There may be circumstances where allegations are about poor practice rather than child abuse, but where there is any doubt, the supervisor/manager should consult with the DSO. If the investigation shows that the allegation is clearly about poor practice then the Academy will determine how best to remedy this, for example as part of the performance management or disciplinary procedure, dependent on the nature and seriousness of the practice.

- 6.7 **Position of Trust.** It is an offence for any person aged 18 or over, who is in a 'position of trust', to have a sexual relationship with a young person under 18 if their role is one identified within the Sexual Offences Act 2003. This describes relationships where an adult (18 years or older) has power or authority in a child's life (under 18 years) and may have a key influence on their future, by the nature of their role within the Academy.

This power or influence might be abused to persuade and encourage or intimidate a child or young person into certain behaviours or activities. All staff must recognise the responsibility they have to ensure they do not abuse their positions of trust.

The Sexual Offences Act (2003) re-enacts and extends the abuse of position of trust offences set out in the Sexual Offences (Amendment) Act (2000)⁶. While young people aged between 16 and 18 can legally consent to some types of sexual activity this is not the case in a situation where there is an abuse of trust.

- 6.8 **Safeguarding concerns outside of the Academy/Offsite.** If you are concerned about an incident which has occurred outside of the Academy, or at a different site, this should be raised with the DSO who will ensure appropriate procedures are followed.
- 6.9 **Safeguarding concerns about an external organisation (on Academy premises).** If there is a concern about an employee from an external organisation, this should be referred to the DSO who will follow procedures set out in paragraph 7.4, Appendix 5 and follow the process as indicated in the flowchart; Appendix 6.
- 6.10 **External Hirers.** It is important that organisations/individuals who hire the Academy premises comply with the Academy's safeguarding policy and procedures. Concerns regarding these individuals will be referred to the DSO who will follow procedures. In order to reinforce the importance of safeguarding the Academy has identified minimum requirements that must be met by any hirer prior to a booking being accepted from them. These are included in terms and conditions booking form.
- 6.11 **Support for staff raising concern.** The Academy will fully support and protect any member of staff who, in good faith, reports his or her concern that a colleague is, or may be abusing a child. If an allegation is made that is found to be malicious or fraudulent the Academy retains the right to take appropriate action against the individual responsible for making the claim.
- 6.12 **Referral for consideration of barring:** if an allegation/concern is substantiated and the person is dismissed, resigns or the Academy decides to cease to use their services, then the DSL in conjunction with the local authority designated officer/s will decide whether a referral should be made to the Disclosure and Barring Service (DBS) as regards whether that individual is barred from, or has conditions imposed in respect of working with children. If a referral is appropriate the referral should be made as soon as possible. A

referral must always be made if the Academy thinks that the individual has harmed or poses a risk of harm to children.

7. CONFIDENTIALITY AND INFORMATION SHARING

- 7.1 The principles of the Data Protection Act 1998 must be adhered to when handling personal information; chiefly that it is:
- Obtained and processed fairly and lawfully
 - Only disclosed in appropriate circumstances
 - Accurate, relevant and not held for longer than necessary
 - Kept securely.
- 7.2 The Act allows for the disclosure of personal information without consent of the subject in certain conditions, including for the purposes of the prevention and detection of a crime, for example where there is a child protection concern.
- 7.3 Any report/records regarding abuse shall be kept confidential and disclosure should be restricted to only those that have authority for dealing with the incident.
- 7.4 It is best practice to gain verbal or written consent, from a child or parent/guardian, or staff members, before any personal information relating to them is shared with another authority. However, the Academy will not need to seek consent to share information if it might be unsafe to do so (e.g. seeking consent might increase the risk to the child or another person) or cause an unjustified delay or if it would prejudice the prevention, detection or prosecution of a serious crime. When in doubt, advice should always be sought from someone experienced in dealing with these issues, such as the DSO/L, children's social care, or the NSPCC Helpline.
- 7.5 In all cases where information is shared the following information should be recorded:
- Date and time
 - Summary of information shared
 - Who the information was shared with
 - Whether you are sharing with or without consent
 - If sharing without consent, whether the child or family were informed
 - How the information was shared and any receipt of it having been received.

8. RECORD KEEPING OF SAFEGUARDING CONCERNS

- 8.1 It is very important that an accurate record is kept of any safeguarding concern and that this is updated each time any actions are taken in relation to that concern. A Safeguarding Concern Form is provided for this purpose and must be completed by the relevant member of staff or DSO. This should then be sent to Human Resources for secure storage.

See Appendix 8 for Safeguarding Concern Form

- 8.2 Written reports about safeguarding concerns must be either stored away in a locked filing cabinet (with restricted access to that filing cabinet) or held securely electronically. Retention of these records should be kept until the person reaches normal retirement age or for 10 years if that is longer.
- 8.3 Destruction of records should comply with the retention period. Paper records should be destroyed through shredding and disposed of as confidential waste. Electronic records should be deleted.
- 8.4 In situations where a request is made by another organisation for information about an individual, the DSL must be informed, and their decision (including the reasoning for this decision) should be recorded and stored at the Academy.
- 8.5 Records will be kept of all safeguarding concerns and incidents and their outcomes. Confidentiality will be respected; any relevant information will be shared only on a need to know basis in the interest of the protection of children and vulnerable adults. Records will be held in accordance with the Data Protection Act 1998 (See Data Protection Policy for further guidance)
- 8.6 It is essential that the details are recorded correctly and legibly.
 1. Record the date, time and the place of the incident or disclosure
 2. Make a note of key phrases used, do not interpret words
 3. Avoid slang / abbreviations in your own comments
 4. These notes and records must be written as soon as possible and shared with the DSO

See appendix 7 for 'Principles for Sharing Information'

9. RECRUITMENT AND VETTING

- 9.1 The Academy will take responsibility to ensure every effort is made to state responsibilities according to best practice for safer recruitment and vetting.

See Academy Recruitment and Selection Policy for more information.

10. TRAINING

- 10.1 The Academy will take responsibility to ensure every effort is made to ensure Staff, DSOs, the DSL and the Governing Body receive the appropriate level of safeguarding training for their role and responsibilities.

11. CODE OF PRACTICE (CoP)

- 11.1 The Academy wishes to ensure that all staff who come into contact with children understand the boundaries of appropriate behaviour. Every member of staff is required to demonstrate exemplary behaviour in order to protect

children from abuse. The following are examples of behaviour that create a positive and safe environment for staff groups at the Academy.

11.2 Staff should:

- Always put the welfare of a child first.
- Report all concerns, allegations or suspicions of abuse, harassment, bullying, victimization and/or discrimination to the relevant DSO for the Academy.
- Take responsibility for ensuring that staff can identify and contact those with these designated roles.
- Treat everyone with fairness and respect. Demonstrate commitment to ensure safety in all areas of Academy life, taking action to safeguard children where risk is foreseeable.
- Work openly, avoiding private or unobserved situations and working in isolation. Try to ensure that you are not the only adult present and are at least within sight or hearing of others. Leave the door open if you find yourself in a room alone with a child.
- Any physical contact with pupils can be potentially subject to misinterpretation or even malicious allegations. The best advice is to avoid all physical contact with pupils.
- Challenge all unacceptable behavior in accordance with this code of practice.
- Ensure that all relationships with members of staff should be based upon mutual trust and respect whatever their age, developmental stage, ability, gender, background, responsibilities, gender, sexual orientation/identity, religion or beliefs, or ethnicity.
- Consider appropriate dress which is not either overtly provocative or likely to cause embarrassment or offence to those they meet in a professional capacity.
- Ensure that *informed* consent is gained for all photographs or photographic images of members and their families with clarity about the purposes for which images may be used. Where this involves a child this must be written consent from a parent/legal guardian.

11.3 Staff should never:

- Spend time alone with children away from others.
- Discuss their personal life with students.
- Give out their personal contact details (personal phone or mobile number, email or home address).
- Befriend members or their families on social networking sites e.g. Facebook and Twitter.
- Establish on-line networking, group or blog forums which are not regulated with controls relating to the Academy governance and scrutiny.
- Leave a group of children without appropriate supervision.
- Use inappropriate or sexual language or allow colleagues to use inappropriate language without challenging it.
- Do things of a personal nature that children can do for themselves.
- Use physical contact as a means of communication. If physical contact is necessary (e.g. to guide a child with visual impairment), ensure that it

takes place only with the full consent of the child and that its purpose is made clear.

- Allow allegations made by children or vulnerable adult to be ignored, not recorded or not acted upon.
- Engage in or pursue sexual contact with anyone for whom you are in a position of power and/or trust.
- Engage in sexually provocative behavior, use inappropriate or sexually suggestive language or gestures.
- Make sexually suggestive comments, even in fun.
- Allow or engage in any form of inappropriate touching.
- Reduce a child to tears as a form of control.
- Share a room overnight with a Student or their family or invite them into their room.
- Go into a student's room unless it is absolutely necessary (if it is necessary, two members of staff should enter).

12. E SAFETY

See E Safety policy and procedures for more information.

12.1 The welfare of the children and young people who come into contact with the Academy is paramount and should govern our approach to the use and management of electronic communications technologies.

12.2 The Academy's E Safety Policy ensures children and young people who receive services from the Academy and who make use of information technology (such as mobile phones, games consoles and the Internet) as part of their involvement with us are protected.

12.3 The E Safety Policy provides staff and volunteers with the overarching principles that guide our approach to e-safety and ensures that, as an organisation, we operate in line with our values and within the law in terms of how we use information technology.

APPENDIX 1

GLOSSARY OF TERMS

Children's Social Care: every local authority has a statutory duty to protect and promote the welfare of children in need in its area. This may be achieved through the provision of a range of services but includes working closely with children, young people and their parents, relatives or other carers and with other organisations. The name of the department may vary from one authority to another – children's social care, children's services etc. – however there will always be a dedicated department within each local authority responsible for assessing child welfare concerns.

Local authority designated officer or teams of officers for the management and oversight of allegations: works within Children's Social Services Departments and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The local authority designated officer/s captures concerns, allegations or offences and will provide advice and guidance to the employer. They help co-ordinate information-sharing with the right people and will monitor and track any investigation, with the aim to resolve it as quickly as possible.

Local Safeguarding Children Board (LSCB): a LSCB is the local statutory body responsible for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. All LSCBs are partnerships made up of senior representatives from several organisations and agencies which may include the Local Authority, the local Council, the Police, the Health Service, Youth Offending Service, local Probation Service, the Children and Family Courts Advisory and Support Service, the NSPCC and others. Each LSCB will produce and publish guidance on what to do if you are concerned about a child's welfare; this guidance is based on legislation and statutory guidance issued by Government. For more detail visit: <http://www.londonscb.gov.uk/procedures>

Adult social care part of the local authority social care Initial access point for the Adult Social Care Service responsible for assessing adults needs for community care or social care

The Local Safeguarding Adults Board (LSAB) brings together local statutory and independent sector agencies working with vulnerable adults at risk of abuse. The LSAB is responsible for ensuring the Multi- Agency Safeguarding Adults Policy and Procedures are effective and prevent adults from experiencing significant harm.

At risk is a term which has become broadly accepted to mean that someone may be more vulnerable to abuse than someone else. For example, an adult with a learning disability may well be more at risk of financial abuse as they may struggle with managing their finances. This could leave them at risk from an unscrupulous person; hate crimes or exploitation.

Capacity refers to the ability to make a decision at a particular time, for example when under considerable stress. The starting assumption must always be that a person has the capacity to make a decision unless it can be established that they lack capacity. The law allows adults with mental capacity to make their own 'unwise' decisions.

APPENDIX 2

DEFINITIONS OF ABUSE FOR 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 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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.
- **Sexual abuse** Involves forcing or enticing a child or young person to take part in abuse 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 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, grooming a child in preparation for abuse (including via the internet), or child exploitation, female genital mutilation and radicalisation. Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- **Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - protect a child from physical and emotional harm or danger
 - ensure adequate supervision (including the use of inadequate care-givers);
 - ensure access to appropriate medical care or treatment.
 - It may include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 3

INDICATORS OF ABUSE FOR CHILDREN

The following signs may be indicators or signs that abuse has taken place although some of these indicators can be caused by other factor e.g. bereavement, family breakdown or illness. It is not the role of Academy staff to decide if abuse or neglect has taken place rather this is a complex task undertaken by skilled professionals working together across agencies. However, if any of these signs are present then staff should share these concerns as outlined in the procedure. In deciding if something may be a concern it is always helpful to think about the child's age, abilities and stage of development too. It is important to keep in mind that abuse may be committed against children by members of the child's family or party, by other children, or by staff.

Physical Abuse

Physical signs of abuse:

- Injuries which occur to the body in places which are not normally exposed to falls or games
- Most children will collect cuts and bruises in their daily life, particularly on bony parts of their body like elbows, knees and shins. You should be more concerned by bruising which can almost only have been caused non-accidentally, is unexplained, or the explanation does not fit the injury, or where treatment isn't being sought. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may be needed.
- Patterns of bruising that are suggestive of physical child abuse include:
 - bruising on children who are not independently mobile
 - bruising in babies
 - bruises that are seen away from bony prominences
 - bruises to the face, back, stomach, arms, buttocks, ears and hands
 - multiple bruises in clusters or of uniform shape, or carrying the imprint of an implement used, hand marks or fingertips
- Unexplained bruising, marks or injuries on any part of the body
- Cigarette burns, bite marks, broken bones, scalds
- Injuries which have not received medical attention
- Repeated urinary infections or unexplained stomach pains

Changes in behaviour which may 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 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 of emotional progress

Changes in behaviour that may indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Being unable to join in social interactions
- 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:

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

Changes in behaviour that may 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 his/her age or development level
- Sexual drawings or language
- 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
- Having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way with others/publically

Neglect

The physical signs of neglect may include:

- Constant hunger, or stealing food from other children
- Constantly dirty or smelly
- Loss of weight or being constantly underweight
- Inappropriate dress for the conditions
- Under nourishment, failure to grow, inadequate care

Changes in behaviour that can indicate neglect include:

- Complaining of being tired all the time
- Untreated illnesses, not requesting medical assistance and/or failing to attend medical appointments
- Having few friends
- Being left alone, being unsupervised or being supervised by an unsuitable adult or young person

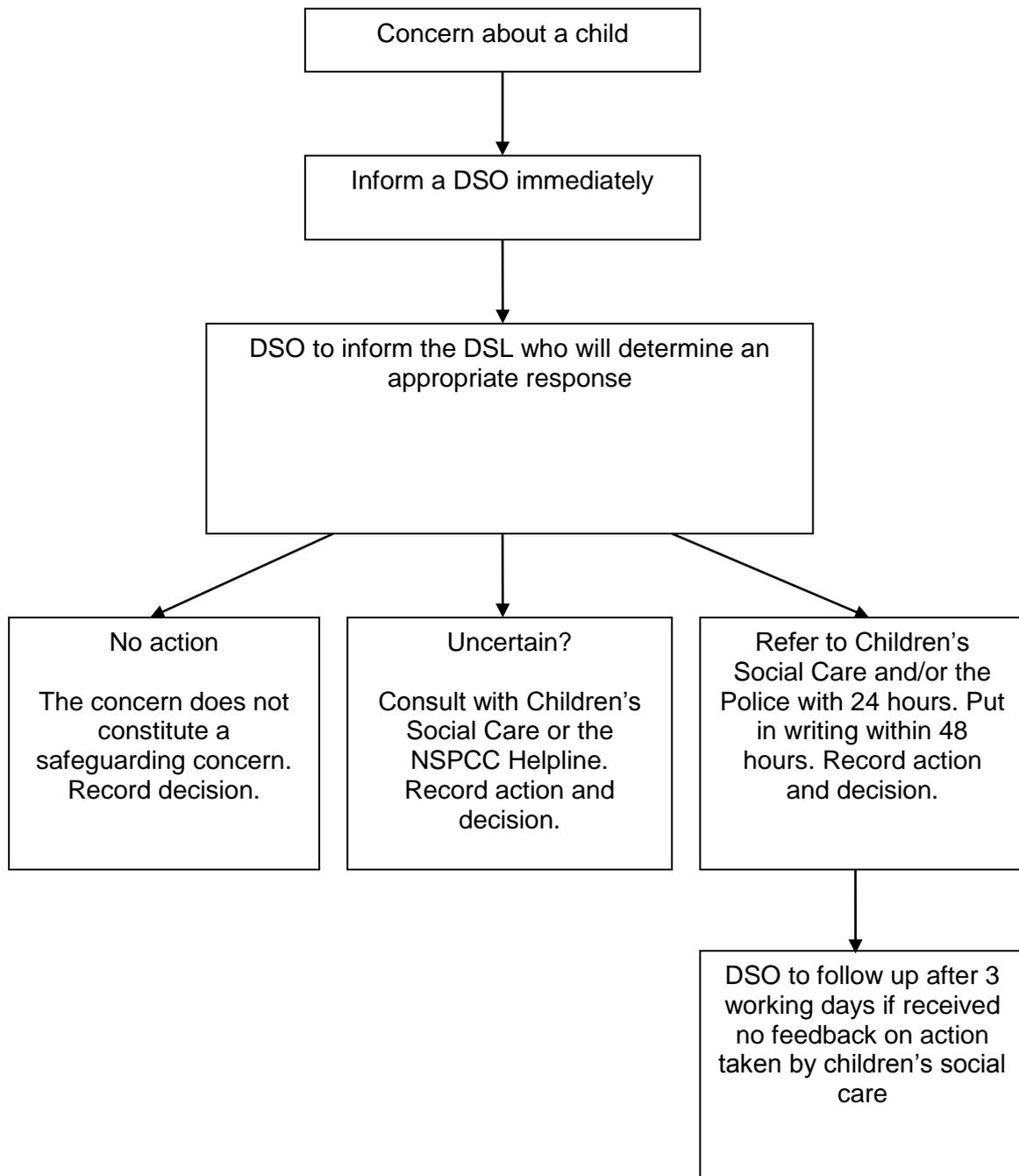
Bullying (in some circumstances bullying can be considered as emotional, physical or sexual abuse)

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Additional vulnerabilities

It is important to be mindful that some children are particularly vulnerable to abuse because of their age or their living circumstances or characteristics. Disabled children are at a greater risk of abuse than non-disabled children. Children living in homes where there are adverse parental circumstances may be more at risk, in particular children living in homes where there is domestic violence, substance misuse and/or severe parental mental illness. Children from particularly isolated or new communities may be at increased risk of abuse as well as those children who show challenging behaviour.

**APPENDIX 4
WHAT TO DO IF YOU HAVE SAFEGUARDING CONCERNS ABOUT A CHILD**

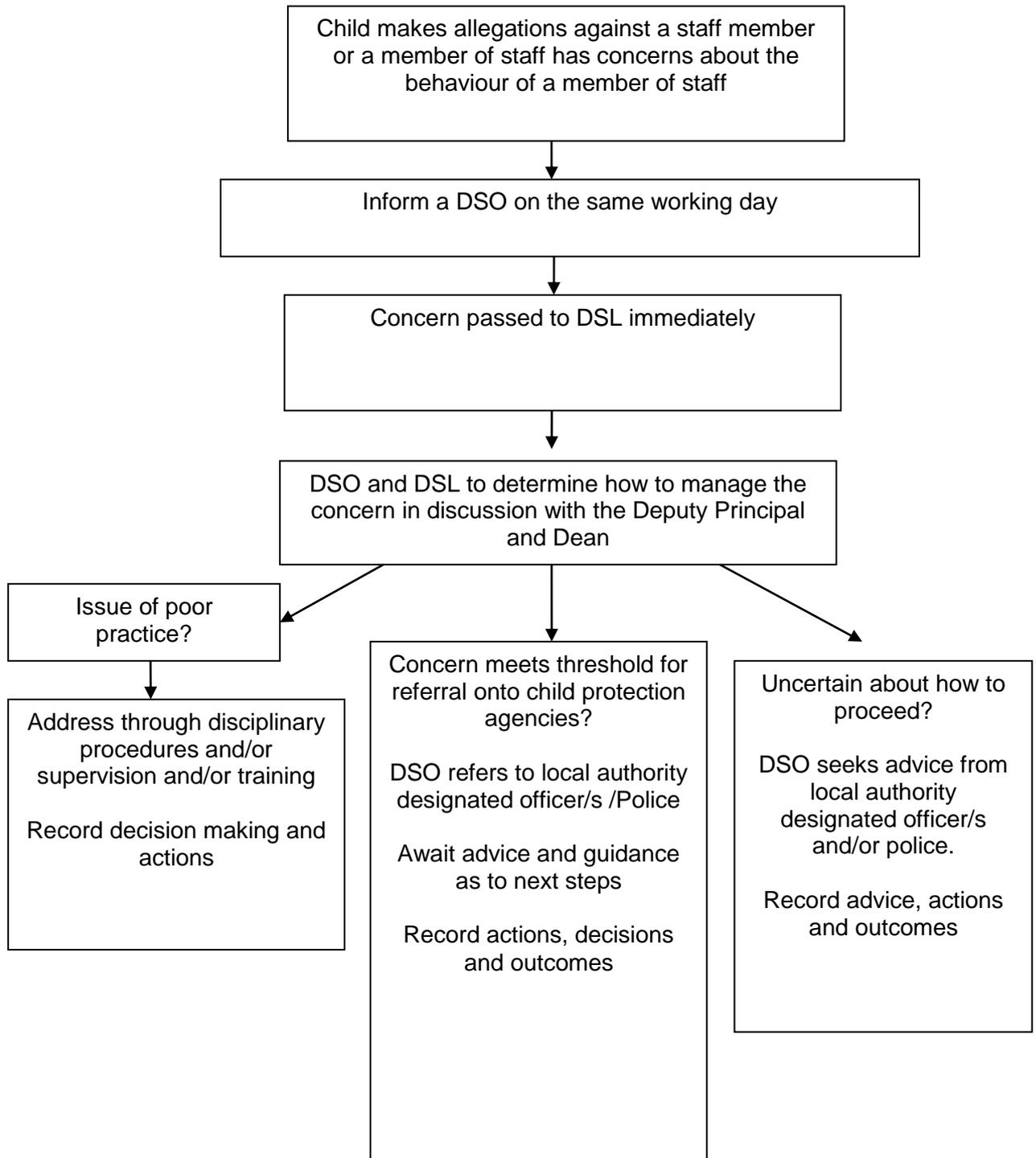


APPENDIX 5

MANAGEMENT OF ALLEGATIONS AGAINST STAFF MEMBERS: DSO RESPONSIBILITIES

- Staff are responsible for sharing their concern with a DSO in the first instance.
- If any member of staff does not feel able to share their concern with the DSO then s/he should speak directly to the DSL or member of the senior management team.
- The DSO will inform the DSL and explore the seriousness of the allegation/concern, and together they will be responsible for coordinating the management of the concern, including the decision-making about any immediate protective actions that are warranted. For example, informing and supporting the parents/guardian and child/ren; suspension from role; confinement; change of duties etc.
- In dealing with any allegation the DSO needs to balance: the seriousness of the allegation, the risk of harm to the child or vulnerable adult, possible contamination of the evidence and the welfare of the person concerned.
- There may need to be one or more type of inquiry depending on the nature of the concern: a child or vulnerable adult inquiry, police investigation and/or a disciplinary process.
- The DSO will inform the Director of Human Resources; if the DSL is the subject of the allegation, then it should be another member of the Academy's senior management team that reports to the Principal.
- The DSO in consultation with the DSL, will determine if the Police need to be contacted and/or the local authority designated officer/s based in the local authority who is responsible for the management and oversight of allegations, concerns or offences and will provide advice and guidance to the Academy.
- Concerns about staff relating to a vulnerable adult need to be reported to the Adult Social Care Team.
- The DSO will require a written account from the member of staff/manager hearing the allegation/concern and a summary of any available additional information including the names and addresses of any potential witnesses. Both documents should be signed and dated.
- Investigations will be dealt with quickly, fairly and impartially. The member of staff should be informed about the allegation or concern as soon as possible but not before consultation with the DSL and Children's Social Care/Adult Social Care /Police where necessary, in respect of timing and content.
- The Police and Social Care investigation will usually need to take place prior to any disciplinary enquiry and the results may inform the disciplinary enquiry. Any disciplinary enquiry should follow the Academy Disciplinary Procedure.
- The outcome of any investigation must be recorded and a copy kept on the member of staff's personnel file.
- Under no circumstances should the accused or their colleagues make contact with or try to retaliate against those that have raised the concern or those involved in the investigation.
- If an allegation has been made and the staff member requires advice/support they should speak with the DSO. The DSO will keep the member of staff informed of the progress of the case.

**APPENDIX 6
WHAT TO DO IF THERE ARE CONCERNS OR ALLEGATIONS MADE ABOUT A
MEMBER OF STAFF**



*If the concern is about the DSO contact the DSL directly

APPENDIX 7

PRINCIPLES FOR SHARING INFORMATION

The government (HM Government Information Sharing: Guidance for Practitioners and Managers) 2006 has produced a list of 'seven golden rules' to support organisations and their workers when making decisions about when it is appropriate to share information with others, these are:

1. **Remember that the Data Protection Act 1998 is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information, will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, the lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

APPENDIX 8: SAFEGUARDING CONCERN FORM

Child or Young Person's name:

Age and date of birth:

Ethnicity/religion/first language:

Disability/additional factors:

Parent/guardian's name (if applicable) & address:

Are you reporting your own concerns or passing on someone else's concerns?
Please give details of concerns

Please briefly describe what has prompted the concerns (include dates, times etc.
of any specific incidents)

Have you spoken to the young person/vulnerable adult? What did they say?

Have you spoken to the parent/carer(s)? What did they say?

Who was this reported to and when?

What action has been or will be taken and by whom?

Signature:

Print name/job title:

Date:

APPENDIX 9

EMERGENCY CONTACTS

Royal Academy of Music

NAME	ROLE	CONTACT NUMBER
Paul Riddell	DSL – Director of Human Resources	020 7873 7498
Howard Ionascu	DSO – Director of Junior Academy	020 7873 7447
Krystyna Budzynska	DSO – Director of Primary Academy	020 7873 7457
Jenny Johns	DSO – Junior Academy Operations Manager	020 7873 7360
Daniel Smith	DSO – Junior Academy Director of First String Experience	07841 639140
Julian West	DSO – Head of Open Academy	020 7873 7417
Ruth Byrchmore	DSO – Undergraduate Tutor & Head of Alumni Development	020 7873 7359

External Services

NAME	ROLE	CONTACT NUMBER
NSPCC HELPLINE SERVICE	For adults who are concerned about the welfare of a child or young person	0808 800 5000
NSPCC CHILDLINE SERVICE	Free, 24-hour helpline for children in distress or danger	0800 1111
Children's Social Care	If you are concerned about a child	City of Westminster Social Services: https://www.westminster.gov.uk/social-care
Emergency Social Care	Out of hours emergency children's social care services if you are concerned about a child	City of Westminster Social Services emergency duty team: 020 7641 6000