

South West Music School



Policies Handbook 2019-20

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Appendix 1

South West Music School Health and Safety Policy Statement

Statement of Intent

It is the intention of the Board of Trustees of South West Music School (SWMS) to comply with The Health and Safety at Work Act 1974, The Management of Health & Safety at Work Regulations 1999 and all other subordinate legislation.

It is the intention of SWMS that no work (as far as is reasonably practicable) will endanger the health, safety or welfare of employees or any other persons that could be affected by its undertaking.

It is, therefore, the policy of SWMS to provide

1. Safe methods of work, well maintained plant and equipment and safe and healthy working conditions.
2. To prevent and minimise all personal injuries and work-related illnesses as far as reasonably practicable.
3. To provide information, instruction and training, as required, to ensure work is undertaken by safe and healthy methods. To undertake risk assessment for all workshop/residential activity and to inform all those who may be affected by the Trust's activities of any risks to their health and safety.
4. To encourage individual employees and freelance contractors to fulfil their legal duty to assist in providing and promoting a safe and healthy environment. This is a legal requirement, as well as a matter of policy.
5. All freelance contractors are required to comply with the terms and conditions contained within this policy statement and contract.

Organisation

The Board of Trustees has placed the responsibility for the implementation of this policy. In turn authority is delegated through all levels of management and supervision.

The Trustees and management staff are responsible for the provision of competent advice to freelance contractors and employees at all levels on matters relating to health, safety. They monitor the existing health and safety policy and prepare new plans for the continuous improvement to the management of Health and Safety within SWMS activities.

Arrangements

SWMS Health and Safety manual contains the detailed arrangements for the practical implementation of the SWMS policy, a copy of which is held at SWMS and will be made available to all freelance contractors and employees on request.

First-Aiders

Have a responsibility to:

- treat casualties in accordance with the training they have received.
- inform SWMS management when the training certification period is nearing expiry.
- attend periodic re-training to ensure skills are maintained.
- update contact details if they move premises or change usual working location.
- ensure that the contents of their first-aid box are regularly checked to establish that supplies are sufficient to meet requirements.
- request replacement supplies after equipment has been used or has passed a use by date.
- ensure any incidents are reported and recorded using the SWMS' reporting procedures including details of any treatment provided.

Review

The Health and Safety Policy statement will be reviewed annually or more frequently if there are any major changes needed before the planned review date.

Last reviewed: September 2019

To see the original, signed copy, please contact Tracy Hill at t.hill@swms.org.uk
A copy of this policy is available to view on our website – www.swms.org.uk

Appendix 2

South West Music School Equal Opportunities Policy

Policy statement

Recognising that discrimination is both unacceptable and unlawful, South West Music School (SWMS) is committed to the principles of equal opportunities in all aspects of its work. It adopts policies that do not discriminate unfairly or unlawfully against anyone and seeks ways to implement them, through strategies, procedures and practices, which promote equality of opportunity for all.

SWMS is committed to addressing the issue of accessibility at all levels, including the removal of physical, psychological, emotional, intellectual, cultural, attitudinal and, as budgets permit, financial barriers to participation in its activities.

SWMS aims to ensure that no one taking part in any SWMS activities, whether as a job applicant, employee, volunteer or project participant, is discriminated against, directly or indirectly, on the grounds of colour, race, ethnic and national origins, nationality (citizenship), disability, sex or gender, marital or parental status, or working status.

It is the duty of everyone involved in SWMS activities to accept personal responsibility for the application and implementation of this policy and to adhere to its principles by promoting equality of opportunity and anti-discriminatory practice in every aspect of their dealings with people.

Implementation – Code of Practice

1. Availability and distribution

A copy of this policy can be viewed on our website www.swms.org.uk

2. Recruitment

All SWMS permanently contracted posts are publicly advertised in a range of media, including specific periodicals. Job descriptions and person profiles are agreed in advance.

Artists and Project leaders may on occasion be engaged on recommendation for their specific skills and qualities, but always against objectively agreed criteria and/or job descriptions and personal profiles, as appropriate.

All applicants receive equality of treatment and are given equality of opportunity. Selection criteria and procedures ensure that individuals are selected on the basis of relevant skills and qualifications. Arrangements are made to ensure that all job interviews and auditions are fully accessible.

Safer Recruitment

SWMS follow the Department for Education's guidance for Safer Recruitment, as outlined in the 'Keeping Children Safe in Education' Statutory Guidance document, September 2019. An enhanced DBS certificate which includes barred list information will be required for appointments at South West Music School that involve work that is classed as a Regulated Activity.

A person will be considered to be engaging in regulated activity if, as a result of their work, they:

- Will be responsible, on a regular basis for teaching, training, instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care, or overnight activity, even if this happens only once.

Volunteers

Volunteers may be used to provide additional support during a workshop or residential course. A supervised volunteer is not classed as in regulated activity and will not be subject to a DBS check unless the Designated Safeguarding Lead and/or the General Manager feel it to be required as a result of completing their risk assessment.

When making a decision regarding whether to obtain an enhanced DBS certificate for any volunteer, SWMS will consider the following as part of their risk assessment:

- The nature of the work with children;
- What SWMS knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- Whether the role is eligible for an enhanced DBS check.

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

3. Employment and Training

SWMS pays a fair wage for a given job with reference to national and local averages for equivalent jobs in the arts. It adopts a flexible approach to the number of hours an employee is expected to work and monitors this to ensure that it does not result in abuse or unreasonable hours being worked by any employee.

SWMS reviews annually the training needs and personal development aspirations of its entire permanent staff. It also considers the training needs of casual staff, volunteers, project leaders and work-experience trainees, to ensure that they have sufficient knowledge and understanding of statutory requirements in relation to disability and equal opportunities policy, practices and procedures so as to avoid unlawful or unacceptable discrimination.

All new employees will be instructed in the implementation of this policy as part of their induction programme.

For further information regarding safeguarding children and safer recruitment, staff should refer to the Statutory Guidance document, ***Keeping Children Safe In Education***:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

4. Accessibility

SWMS pays particular attention to the needs of people with disabilities, whether a participant on the programme, artists or employee or members of an audience. It will consider the needs of people with disabilities of all kinds, including people with physical and sensory impairment, learning and hidden disability and take advice from disability/access advisory/action groups wherever appropriate, providing training, as required, for its staff, volunteers and project partners.

SWMS will endeavour to use those venues that have accessible facilities that comply with current regulations and the Disability Discrimination Act 1995 (DDA).

5. Programming

SWMS' artistic policy and programming is geared towards providing equality of opportunity for its entire participating young people. Cultural diversity is actively encouraged, programmed and promoted.

6. Marketing and Publicity

The image of SWMS and its work, presented through publicity and print, will always endeavour to remain faithful to the spirit of this policy.

7. Monitoring & Evaluation

SWMS's Equal Opportunities policy is reviewed annually to assess the SWMS' efficiency and effectiveness in implementation.

Employees, volunteers, trainees, members, musicians and other users of SWMS, i.e. all those required to adhere to this Policy, are invited to offer constructive criticism, fresh ideas and feedback regarding its contents and implementation.

It is a condition of working for SWMS and participating in their programme that SWMS Policies are respected, adhered to and implemented. Anyone found to be in breach of this or any other SWMS Policy will be invited to a formal review.

Disability and Special Needs Access

South West Music School is committed to a comprehensive policy of equal opportunities.

We aim to create a fully inclusive environment where all learners feel welcome and able to fully participate and demonstrate their skills.

Definition of disability

Disability is – *A physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.*

Discrimination is defined as: *Treating someone less favourably than someone else for a reason relating to disability. Discrimination can be direct, indirect or arise from the disability.*

We recognise that failure to ensure our delivery and qualifications are accessible may:

- Make us liable to prosecution under the equality act 2010
- Damage the reputation of South West Music School and our accrediting partners
- Reduce the number of people able to access our training and accreditation
- Increase workloads as a result of dealing with complaints.

The aim of this policy is to ensure that no student registered on one of the South West Music School courses receives less favourable treatment on grounds not relevant to good candidate practice. To achieve this, we aim to provide information, materials and assessments which are free from bias, use plain language and are user friendly for all our customers. Equal opportunities extend to all aspects of our organisation and all our staff including our Tutors, Mentors, Examiners and Moderators who will treat all Students and Candidates fairly.

Our responsibilities where Candidates are studying within external venues:

The institution involved has a responsibility to ensure that recruitment, delivery and assessment practices are carried out in relation to this policy and the requirements set down in relevant legislation to protect students from discrimination.

SWMS welcomes diversity amongst its staff and students and seeks to ensure that all students are treated fairly, and that selection is based solely on the individual's abilities and suitability for the courses.

The recruitment process must result in the selection of the most suitable person for each course with regards to their potential and aptitudes. The selection process will be carried out consistently for all qualifications at all levels. The selection of new students will be based on qualification requirements and the individual's suitability and ability to meet the standards required or qualification.

Student responsibilities

- All Students have a duty to co-operate to ensure that this policy is effective to ensure equal opportunities and to prevent discrimination.
- Students must not harass or intimidate other students on the grounds of race or sex, disability or sexual orientation and must not victimise or retaliate against students who make such allegations.

- Disciplinary action will be taken against any student who breaches this policy and such cases will be dealt with according to the proper procedures.

Reasonable adjustments and special considerations

We are committed to the following principles:

- Encouraging disabled people to declare their disability to us so that we can assist them
- Eliminating any discriminatory practices
- Enabling individuals to demonstrate their skills by removing unnecessary barriers and promoting the social model of disability.
- Empowering individuals through listening to what alterations they may need rather than guessing their requirements
- Ensuring the standards we set ourselves are not compromised in any way
- There may be certain cases where a candidate/student requires a reasonable adjustment to be made to their assessment to reflect a permanent learning difficulty or disability, or a special consideration in the case of temporary disability, illness or indisposition. South West Music School deals with special arrangements on a Candidate by Candidate basis.

South West Music School will treat seriously any allegations that our staff or anyone working on behalf of South West Music School has failed to comply with this policy.

Appendix 3

South West Music School Safeguarding and Protection Policy – including photography and moving image consent

Introduction

This policy follows the Department of Education's *Keeping Children Safe In Education* Statutory Guidance document (September 2019) and follows the advice from the NSPCC publication *First Check* which is a step by step guide for organisations seeking to safeguard the welfare of children and vulnerable young people, and a similar guide produced by Arts Council England – *Keeping Arts Safe*. South West Music School also refer to the Youth Music Framework as appropriate (child-centred approach).

The aim of it is twofold; to safeguard children from abuse and to protect South West Music School employees, freelance mentors, tutors and artists from false allegations.

South West Music School (SWMS) is a Centre of Advanced Training (CAT) part funded by the Department for Education (DfE)

Content

- Policy statement
- Code of conduct for good practice
- Recruitment and induction of staff and freelance Mentors, Tutors and Artists
- Training
- The taking of, use and storage of images and film of children
- Identifying abuse
- Peer on Peer abuse
- Radicalisation and the Prevent duty
- Children with special educational needs and disabilities
- Procedures for reporting concerns and safeguarding process for children and young people, parents, guardians, partner organisations, schools and community workers
- Responding to possible abuse of a child and to disclosure by a child
- Responding to allegations or suspicions of abuse by a SWMS member of staff or freelance employee

Policy statement

SWMS works with children and young people in their homes, community settings and in residential settings. SWMS employs a child centred and coordinated approach to safeguarding as laid out in the *Keeping Children Safe In Education* Statutory Guidance provided by the Department of Education.

SWMS recognised that the school and staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children*.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, everyone working on behalf of SWMS should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. Everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

For the purpose of this policy statement, Safeguarding and promoting the welfare of children is defined as:

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

This policy applies to all employees, freelance Mentors, Tutors, House parents, Artists and Volunteers working on behalf of SWMS.

In all our work and as part of our duty of care SWMS adhere to the following principles:

- The well-being and safety of each student is our primary concern
- We have a responsibility for the safety of children and young people taking part in our activities.
- We respect the rights of every child we work with.
- All children are treated equitably and sensitively, in line with our Equal Opportunities policy.
- Relationships between staff, freelance staff and children should be based on mutual trust and respect.
- The feelings and concerns of any child or their parent/carer are listened to and acted upon.

- All our staff and artists have a responsibility to prevent the physical, sexual or emotional abuse of any child with whom they come into contact. Any suspicions of abuse are taken seriously and responded to swiftly and appropriately.
- All staff should be prepared to identify children who may benefit from **early help**. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.
- Advice on child protection will be offered to employees whose jobs involve working closely with children and young people and vulnerable adults.
- Staff and artists recruitment and selection processes will include Disclosure and Barring Service checks where appropriate. **All freelance contractual staff should be aware of the DBS requirements from their contracts of employment.**

Legal context – *The term 'child' to refer to anyone under the age of 18, as defined by the children's Act 1989.*

Code of Conduct for Good Practice – *(promoting good practice in child abuse situations) particularly sexual abuse - can result in lifelong emotional damage in those facing such a situation. It is crucial that all those employed by SWMS understand these feelings and do not allow them to interfere with their judgement about the appropriate action to take.*

Abuse can occur within many situations including the home, school, and wider community. Some individuals will actively seek employment or voluntary work with young people in order to harm them. An Artist, Mentor, Tutor, Teacher or workshop leader could have regular contact with young people and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

Good Practice Guidelines

These guidelines apply to all employees, Mentors, Tutors, Artists, House parents and volunteers associated with SWMS.

The following are common sense examples of how SWMS can encourage and demonstrate exemplary behaviour in order to protect themselves from allegation.

- Establish a safe environment in which children can learn, where they can feel secure and valued, are encouraged to talk and are listened to.
- SWMS management will undertake a risk assessment at the start of any project delivery with young people and monitor potential risks throughout.
- SWMS management will ensure that all permanent and temporary staff, and those on freelance contracts and volunteers are checked for suitability to work with children and vulnerable adults through DBS clearance at the point of engagement and on a regular basis.
- Ensure that persons with designated child protection responsibility are identified for all partner organisations.

- SWMS Designated Safe Guarding Lead (DSL) will know when and how to contact the appropriate local authority services, in case there is a need to report a concern to them.
- SWMS will always ensure that a responsible adult/carer/representative from a partner organisation is present at projects where appropriate.
- SWMS will ensure that all responsible adults involved in project delivery understand agreed procedures for reporting concerns or allegations of abuse.
- SWMS has a policy and set of procedures for taking, using and storing photographs or images of children or young people.
- The SWMS DSL is responsible for dealing with any concerns about the protection of children, young people and vulnerable adults is kept up to date and trained.
- SWMS will ensure confidentiality in order to protect the rights of employees, freelancers and volunteers, including safe handling, storage and disposal of any information provided on artists or facilitators as part of the recruitment process.

Artists and staff should:

- Treat all children and young people with respect
- Be excellent role models when engaging with other people
- Give enthusiastic and constructive feedback rather than negative criticism
- Put the welfare of the participant ahead of achieving goals
- Ensure that wherever possible there is more than one adult present during activities, or at least that a Mentor/Tutor working on their own is within sight or hearing of others – in that the door is kept open – a parent or guardian must be in the building.
- Respect a young person's right to personal privacy
- Encourage young people and adults to speak out if they are made to feel uncomfortable by other's actions or words.
- Remember that someone else might misinterpret their actions no matter how well intentioned.
- Be aware that physical contact with a child or young person may be misinterpreted and where possible should be avoided unless contact is integral and essential to the educational activity. Permission should be sought from the student on each occasion and other adults present if possible.
- Be aware of SWMS's Child Protection principles, guidance and procedures and operate within those guidelines.
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse.

Artists and staff should not:

- Have any physical or verbal contact with children or young people that can be misconstrued.
- Making suggestive or derogatory remarks in front of children.
- Jump to conclusions about others without checking facts
- Trivialise child abuse issues
- Show favouritism to any individual

Recruitment and induction of staff and freelance employees, in line with Safer Recruitment Policies as set out in the *Keeping Children Safe In Education* Statutory Guidance (DfE, September 2019)

- All employees considered to be working within a regulated activity will be required to provide an Enhanced DBS certificate.
- Consent should be obtained from an applicant to seek information from the Disclosure and Barring Service.
- Evidence of identity should be provided (eg passport or driving licence with photo)
- A contract and copy of handbook will be provided by SWMS, please note DBS requirements.

Freelance Artists pre-selection checks must include the following:

- Consent should be obtained from artists to seek information from the DBS
- If the freelance artist is working for SWMS for the first time, evidence of identity should be provided along with their original verifiable DBS certificate, passport/driving licence with photo.
- Once contracted – all freelance artists should sign to show they have read and understood and agreed to follow SWMS code of conduct and Child protection procedures as part of their contract.

Interview and induction permanent staff

All permanent staff will be required to undergo an interview, in line with the charity's Equal Opportunities Policy. All employees should receive a formal induction where safeguarding procedures and health and safety policies will be explained.

Training

The designated safeguarding officer for SWMS will provide regular updates, information and support to the SWMS management and House Parents.

All staff should be aware of systems within SWMS which support safeguarding, and these will be explained as part of staff induction. This are to include:

- Child Protection Policy;
- Behaviour policy
- Staff Code of Conduct
- The role of the designated safeguarding lead

As part of the induction training, all staff should receive appropriate safeguarding and child protection training which is regularly updated. All staff should be aware of the local Early Help process and understand their role in it. All staff should be aware of the different forms of abuse and neglect, with special consideration to children with educational needs and disabilities. All staff should be aware of their responsibilities regarding reporting so-called 'honour-based' violence and the reporting of concerns regarding Female Genital Mutilation.

All staff should be provided with the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. All staff should report concerns to the designated safeguarding lead who will act in line with the Department for Education's *Prevent Duty Guidance for England and Wales* and the Counter-Terrorism and Security Act of 2015.

For further information regarding safeguarding children and safer recruitment, staff should refer to the Statutory Guidance document, ***Keeping Children Safe In Education***:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The taking, usage and storage of images of children

All SWMS parents, guardians, students are requested to fill in a photo and filming permission form on acceptance of the student offer.

The photographs or video recordings will only be used for the purposes set out in the consent form.

All staff should adhere to our **Staff Code of Conduct Policy** with regard to storage and sharing of images of children via social media.

Young people must never be fully named in images of any kind without prior parental permission.

Information for children, young people, parents/guardians, carers, partner organisations.

SWMS will ensure that our safeguarding policy is loaded onto our website.

Mobile phones

SWMS has the policy that no phones are to be used during SWMS activities.

During residential activities SWMS acknowledges that mobiles are helpful to keep in contact with parent/guardians/carers.

Accidents and Injuries

If a child, young person or vulnerable adult is injured while involved in a SWMS activity, a record of the injury will be made in the accident book. Records must be counter-signed by the on-site first aider. If a child, young person or vulnerable adult arrives at a SWMS activity with an obvious physical injury, a record of the injury will be made in the accident book.

Identification of abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

The following indicators and definitions are as outlined in the *Keeping Children Safe In Education* statutory guidance document (Department of Education, September 2019):

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.

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.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).

This is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **sexual violence**, such as rape, assault by penetration and sexual assault;
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **upskirting**,
- **sexting** (also known as youth produced sexual imagery);
- **initiation/hazing** type violence and rituals.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

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

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

‘Honour-based’ violence (including Female Genital Mutilation and Forced Marriage)

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage and other practices such as breast ironing. If staff have a concern that a child might be at risk of HBV, or who has suffered HBV, they should speak with the designated safeguarding lead. Where FGM has taken place, there is a mandatory reporting duty that requires a different approach as outlined below (Serious Crime Act 2015).

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

*If a member of staff, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the **teacher must personally report this to the police**. Those failing to report to the police will face disciplinary sanctions.*

Preventing Radicalisation and the Prevent Duty

Children are vulnerable to extremist ideology and radicalisation. In accordance with section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), SWMS recognises the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

Children with special educational needs and disabilities

All staff should be aware that additional barriers can exist when recognising abuse and neglect of children with special educational needs and disabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs’ and
- communication barriers and difficulties in overcoming these barriers.

Responding to possible abuse of a young person and to disclosure.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the

designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

If staff have any concerns about a child's welfare they should act immediately, referring to the South West Music School Child Protection Workflow which sets out the process for staff when they have concerns about a child.

Further information please speak to our DSL – Jennie Troup on jennie@swms.org.uk

First point of contact for suspicions or concerns

No SWMS employee or freelance employee should assume sole responsibility for a child, young person or vulnerable adult. Equally, staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

If SWMS assumes the duty of care for the activity, then concerns should be addressed to the designated point of contact for SWMS.

Responsibilities of the Designated Safeguarding Lead

The Designated Person should:

- Be the first point of contact for reporting allegations and or concerns of abuse.
- Receive information from staff, children, parents, carers, teachers and community workers who have child protection concerns and record it and act as a source of advice, support and knowledge within the organisation. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- Assess the information promptly and carefully, clarifying and seeking more information about the matter as appropriate.
- Liaise with other agencies if it is felt that early help is appropriate.
- Where appropriate make a formal referral to the local authority designated officer.
- Be aware of relevant contact numbers and addresses and or in the case of an emergency contact the emergency services.
- Undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

Appendix 4

South West Music School Staff Code of Conduct Policy

Policy statement

This Code of Conduct is intended as a guide and a help to all staff, mentors, tutors and artists working on behalf of SWMS. For the purpose of this policy, the term 'staff' is used to refer to all adults employed to work on behalf of SWMS. It sets out standards of conduct which staff are expected to follow. This code is not exhaustive but is written to assist staff, and it is important that staff should take advice and guidance if necessary.

The underlying purpose is to ensure that SWMS provides a high-quality service to its students in accordance with our aims and to promote public confidence in the integrity of the organisation. It takes in the requirements of the law and attempts to define the required levels of professionalism to ensure the well-being of the School, students, families and staff.

In all our work and as part of our duty of care SWMS adhere to the following principles:

- The well-being and safety of each student is our primary concern
- We have a responsibility for the safety of children and young people taking part in our activities.
- We respect the rights of every child we work with.
- All children are treated equitably and sensitively, in line with our Equal Opportunities policy.
- Relationships between staff, freelance staff and children should be based on mutual trust and respect.
- The feelings and concerns of any child or their parent/carer are listened to and acted upon.

Professional Behaviour

Professional behaviour is a generic term, but within this Code of Conduct includes such aspects as:

- Acting in a fair, courteous and mature manner to students, families and staff
- Give enthusiastic and constructive feedback rather than negative criticism
- Put the welfare of the student ahead of achieving goals
- Ensure that wherever possible there is more than one adult present during activities, or at least that a Mentor/Tutor working on their own is within sight or hearing of others – in that the door is kept open – a parent or guardian must be in the building.
- Endeavouring to assist SWMS achieve its whole school objectives – in particular, by adopting a positive attitude to marketing and the achievement of quality and equality.
- Respect a young person's right to personal privacy

- Being fit for work (i.e. not adversely influenced by drugs, etc.)
- Being familiar with the job requirements and staying up to date with handbooks and policies
- Encourage young people and adults to speak out if they are made to feel uncomfortable by other's actions or words.
- Remember that someone else might misinterpret their actions no matter how well intentioned.
- Be aware that physical contact with a child or young person may be misinterpreted and where possible should be avoided unless contact is integral and essential to the educational activity. Permission should be sought from the student on each occasion and other adults present if possible.
- Be aware of SWMS's Child Protection principles, guidance and procedures and operate within those guidelines.
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse.

Additional specific areas of consideration:

Health and Safety

Staff must work within the Health and Safety Policy (see Appendix 1) and ensure that they encourage students to do likewise.

Discrimination

Staff must at all times observe the Equal Opportunities Policy (see Appendix 2) and treat other staff, students and families in accordance with this policy.

Safeguarding and Child Protection

Staff must at all times observe the Safeguarding and Child Protection Policy (see Appendix 3) and contact with designated safeguarding lead if they are unsure about any aspect of the policy or have any safeguarding concerns.

Media

Staff and students should seek authorisation from SWMS General Manager, Tracy Hill, before speaking or sending any public communication on behalf of SWMS. This includes social media sites such as Facebook, Twitter and Instagram.

Copyright

Staff shall observe copyright laws on computer software, audio-visual and printed material.

Data Protection Act

It is everyone's responsibility to ensure they work with the Data Protection Act. Personal data must only be used to assist you to carry out your work; it must not be given to people who have no right to see it. All staff should maintain the security of all computerised databases of information on individuals, whether they are staff, students or families. Staff should refer any queries to the General Manager.

Appendix 5

South West Music School – Allegations management

Responding to allegations or suspicions of abuse by a SWMS member of staff or freelance artist

- SWMS will fully support and protect all staff and artists who in good faith report their concerns that a colleague is, or may be, abusing a child.
- Appropriate support will be also given to any employee who is the subject of an allegation.

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children. That concern could amount to:

- A member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates they may pose a risk to harm to children.

The professional should report their concerns to the most senior person not implicated in the allegation.

The Senior person - completion of written record.

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns may help. Include where the concern came from and brief details only. Seek advice before proceeding.

Always contact the Local Authority Designated Officer for advice prior to investigating the allegation. This is because it might make the criminal threshold and so your investigation could interfere with a police or social care investigation. The LADO will offer advice on any immediate action required and will assist on employment and safeguarding issues.

Allegations and management process

If after the initial discussion with the LADO it is agreed that the allegation meets the criteria a multi-agency meeting will be convened, and the senior person will be invited. This might result in a criminal investigation, a Social Care investigation and or an investigation to inform whether disciplinary action is required.

If at the meeting it is agreed that the allegation does not meet the criteria the LADO will record the initial discussions and send it to the management team for record.

Further action

Further meetings might be required, and these will be convened by the LADO with SWMS input at all times.

Further information on the allegation's management process can be found in the government document: Working together to safeguard children 2018.

Appendix 6

South West Music School Complaints Procedure

The principles of the formal complaint's procedure are the same for all members of SWMS. The purpose is to give those who have exhausted the obvious ways (talking and seeking advice) a route by which to bring the complaint to the attention of a senior person who can address it and take appropriate action. The aim will always be to resolve the problem which has led to the complaint and to learn lessons for the future in a positive and confidential manner.

SWMS Students and Parents

If a student and or parent wishes to make a formal complaint, then they can follow the process as laid out below:

Clearly state the nature and concern of their complaint in writing, making it clear that it is a formal complaint. This should be addressed and sent to the SWMS Chair of Trustees, Mark Stringer c/o the SWMS office address.

SWMS will aim to respond within 5 working days on receipt of the letter to discuss further. If it is felt that a formal meeting is required, SWMS will arrange a confidential meeting as soon as possible. In the case of a student complaint they may be accompanied at that meeting by any adult or fellow student of their choice.

At the meeting the student and or parents will be given the opportunity to discuss the problem in detail, and all present at the meeting will discuss and decide on the best course of action. SWMS will follow the meeting with a written report explaining the conclusion and any actions proposed.

All correspondence, statements and records relating to individual complaints are to be kept confidential.

Staff

If a member of staff wants to make a formal complaint, then he or she should write a letter including the main substance of the complaint to the Board of Trustees.

All correspondence, statements and records relating to individual complaints are to be kept confidential.

Appendix 7

South West Music School Student Behaviour Policy

This Student Behaviour Policy sets out the guidelines and rules for participation in South West Music School. These examples are not exhaustive and are aimed at helping students and families understand SWMS expectations of students to ensure a safe and positive environment for everyone. It takes in the requirements of the law and attempts to define the required levels of behaviour to ensure the well-being of the School, students, families and staff.

Expectations

The list below provides examples of SWMS expectations of student behaviour:

- To give 100% attendance and commitment to SWMS activities
- To maintain high levels of self-motivation and practice
- To achieve goals set by themselves, tutors and mentors
- To work successfully in partnership with peers and the SWMS staff team
- To treat peers, tutors, mentors and staff team with dignity, courtesy and respect
- To communicate and cooperate with their peers, tutors, mentors and staff team in a courteous and professional manner

Health and Safety

Students should behave in a way that keeps themselves and others from unnecessary risk at all times. Students should adhere to site rules such as fire drills, geographical boundaries and safe use of electrical equipment. Students must not smoke, use or possess illegal drugs or alcohol.

If in doubt, students should ask for help from a member of staff.

Residential Courses

Students should be familiar with the timetables, site rules and instructions given for residential courses. Students should comply with instructions given by staff.

Social Media

Students should be familiar with SWMS mobile phone policy regarding reasonable use during courses. Students must not post photos or videos of each other or staff on social media.

Appendix 8

South West Music School Student Discipline and Expulsion Policy and Procedures

The SWMS Behaviour Policy (see Appendix 7) sets out the guidelines for participation in South West Music School. This policy also sets out examples of offences and the procedures that will take place to address misbehaviour and discipline issues. These examples are not exhaustive, and the Trustees may apply any sanctions at their disposal after reviewing all the evidence. All aspects of the student's record at SWMS may be taken into account.

Introduction

Discipline (Warning or Warnings) is defined as the action of the management of South West Music School officially speaking to a student and/or parent about an any incidents of unacceptable behaviour.

The Trustees may request or require that a student permanently leave the school for other reasons, for example non-attendance and lack of engagement.

Discipline will take place if the South West Music School management team considers that it is necessary.

Discipline Procedure

Procedures will be conducted as swiftly as possible. Procedures are as follows:

Discussion with Student and Parents as appropriate

- In the first instance a discussion will occur directly with the student to enable them to take ownership of their actions and to give them the opportunity to correct the situation.
- If the situation still fails to be addressed in a satisfactory way, then the matter will be referred to the Expulsion Policy & Procedure.

Report

A note of any disciplinary discussions will be kept on the student's file. A copy of letters sent to the student's parents will be kept on the student's file and the South West Music School Board of Trustees will be informed.

Peer on Peer abuse

In cases involving peer on peer abuse, staff will take into consideration how best to support any victims, perpetrators and any other child affected by the situation. All party's wishes and feelings should be taken into account when determining what action to take.

Expulsion Policy

Expulsion will take place if the management team and Trustees decide that a student's place should be forfeited, examples of situations that could lead to expulsion:

- A serious disciplinary incident.
- Following a particular behaviour pattern, despite reasonable warning or warnings.
- Non-attendance on a regular basis
- Lack of engagement in activities
- Unreasonable parental behaviour

Grievance Procedure

A parent who wishes to make a comment or complaint about any aspect of discipline or expulsion procedure can do so in line with the SWMS complaints procedure.