

South West Music School



Policies Handbook 2022-2023

South West Music School is a charity (Number 1138482)
Company number – 07307202

South West Music School (SWMS) is a Centre of Advanced Training (CAT) for Music which is part funded by the Department for Education (DfE) We offer extra-curricular activity at weekends and school holidays.

South West Music School Safeguarding and Protection Policy

The definition of a child is anyone who has not yet reached their 18th birthday (Children's Act 1989)

This policy applies to children and young people aged under 18.

However South West Music School works with young musicians aged 7 – 20 from across the South West of England.

We therefore recognise we have a duty to care beyond 18 in some circumstances.

Content

Policy statement of intent

Code of Conduct for Good Practice

Including - General behaviour and responsibilities

Safer Recruiting

- Recruitment and induction of staff and freelance mentors, tutors and artists (including DBS checks) and following Safer Recruitment guidance from the DfE.
- Training including (sharing of sensitive student information, procedural guidance, equal opportunities and social media use)
- Policies and guidance associated with responding to allegations or suspicions of abuse by a SWMS member of staff or freelance employee.

Child Protection

- Procedures for reporting concerns, inc the workflow and responsibilities associated with the safeguarding process for children and young people, parents, guardians, and partner organisations.
- Permission for image and film taken during workshop/residential activity (inc guidelines issued to the students and tutors regarding use of mobile phones and social media.
- Safe storage of family/student information gained at application stage.

Health & Safety Guidelines

Equal Opportunities

Complaints procedure

Policy statement of Intent

South West Music School (SWMS) is committed to safeguarding and promoting the welfare of children. We recognise that SWMS has a responsibility for the safety of the children and young people involved in our activities.

These policies apply to all staff, the board of trustees, employed staff, freelance staff, temporary staff, mentors, workshop leaders, musicians, volunteers, partner organisations, contractors and third parties working on behalf of South West Music School.

SWMS works with children and young people online, in their homes, community settings and in residential settings across the South West of England.

- 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.

Good Practice Guidelines

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

All our employed and freelance contracted staff have a responsibility to prevent the physical, sexual or emotional abuse of any child with whom they come into contact.

Our DSL (Designated Safeguarding Lead) will give advice on child protection to all staff whose jobs involve working closely with children and young people and vulnerable adults.

The following are common sense examples of how SWMS protects children and themselves from harm and 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 an annual basis.

- Ensure that persons with designated child protection responsibility are identified for all partner organisations.
- SWMS designated Safeguarding 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 (see workflow diagram)
- SWMS will always ensure that a designated 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 and is kept up to date and trained.
- SWMS adheres to the latest GDPR guidelines associated with the storage and safety of confidential information associated with our families and students.
- 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.

General Behaviour and Responsibilities

All employees and freelance 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.

All employees and freelance staff should not

- Have any physical or verbal contact with children or young people that can be misconstrued.
- Make 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

Safer Recruiting

Recruitment and induction of employees and freelance staff

When recruiting or contracting adults to work with SWMS students the following procedure will be undertaken.

- Consent will be obtained from an applicant to apply for an enhanced Disclosure and Barring Service check via Devon County Council Safer Recruiting Team.
- Evidence of identity will be required (eg passport or driving licence with photo)
- Once a clear check has been confirmed, SWMS will issue a contract including terms of engagement.
- A link to all policies is provided by SWMS as part of the contractual agreement.
- All contracted individuals should sign and return the contract to show they have read and understood and agree to follow SWMS code of conduct and Child protection procedures as part of their contractual obligation.

South West Music School is committed to the principles of the Modern Slavery Act 2015 and the abolition of modern slavery and human trafficking. We acknowledge the role that we can play to help to bring this about.

We are an equal opportunities employer, fully committed to creating and ensuring a non-discriminatory, inclusive and respectful working environment for all our staff. We want all our staff to feel confident that they can expose wrongdoing without any risk to themselves

Our recruitment and people management processes are designed to ensure that all prospective employees are legally entitled to work in the UK and to safeguard employees from any abuse or coercion.

Examples of good practice in this area:

- Through undertaking due diligence in our activity, we seek to ensure that we do not inadvertently support Modern Slavery. We make our processes known to potential staff and suppliers as a means of encouraging good practice.
- We ensure that all staff are legally entitled to work in the UK and that the contract is directly with them.
- We also ensure that any recruitment agency we utilise for the placement of temporary staff follows the same requirements to confirm the identity and right to work of individuals placed with us.

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 nominated DSL is responsible for providing regular updates, information and support to the SWMS Management team, Trustees, House Parents and Mentors on aspects of safeguarding and child protection.

Child Protection

South West Music School Child protection workflow document and responsibility - [SWMS Child protection and responsibility workflow diagram](#)

Procedure for disclosure management

What to do if someone makes a disclosure (the 6Rs)

1) Ready?

Someone may want to talk to you at any point. If this involves safeguarding, you must be prepared to listen immediately.

2) Receive

The child has chosen you. You are in a position of trust. Listen carefully to what they say. Do not show shock or disbelief. Take it seriously.

3) Reassure

- Tell the child that they have done the right thing in talking
- Do not make promises you cannot keep (e.g. 'it will be alright now')
- Do not promise confidentiality – you have a duty to refer
- Reassure the child that information will only be shared with those who need to know
- Alleviate guilt – the child is not to blame

4) Respond

- Listen to the child to establish whether you need to refer the matter, but do not interrogate them
- Ask open questions e.g. 'is there anything else you want to tell me?'
- Do not ask leading questions i.e. 'did he/she do X to you?'
- Do not criticise the alleged perpetrator
- Do not ask the child to repeat the matter to another member of staff
- Explain that you will need to talk to the DSL

5) Record

- Make brief notes at the time if you can, and write these up as soon as you can
- Keep your original notes
- Record the date, time, place and the actual words used by the child (if you can)
- Record statements and actions rather than your own interpretations

6) Report

Immediately contact the DSL or, if unavailable, another Designated Person. The DSL may have to make your record available to Children's Services

Reporting a safeguarding concern (definition of abuse)

Abuse is 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

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 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 (including via the internet). 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 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

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, or coercive control, exercised between children and within children's relationships. Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, sexual abuse, and/or gender-based violence.

Bullying is a particularly harmful form of emotional abuse which can occur between peers. Staff should aim to identify and correct unkind behaviour before it develops into bullying behaviour. In correcting unkind behaviour, Staff should give consideration to the likelihood that the young person who is perpetrating the abuse may also be at risk of harm and in need of safeguarding.

In the case of abuse by a participant, or group of participants, the key issues identifying the problem as abuse are:

- the frequency, nature and severity of the incidents;
- whether the victim was coerced by physical force, fear, or by a participant or group of participants significantly older than him or having power or authority over him;
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

Where an allegation of abuse against one or more participants has been made or where you are concerned about peer-on-peer abuse, the child protection procedures set out in this policy should be followed and the DSL informed. The participant(s) accused of abuse and the victim of abuse will both be treated as at risk and a referral will be made to children's social care in respect of either pupil if that participant is suffering or is at risk of harm.

Sexting

Sexting is defined as the production and/or sharing of sexual photos and videos of and by people who are under the age of 18. It includes nude and nearly nude and/or sexual acts.

What to do if an incident of 'sexting' comes to your attention:

- Report it to the Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask the child to share or download – this is illegal.
- If you have viewed the imagery (e.g. if a child has shown you something before you could ask them not to), report this to the DSL.

- Do not delete the imagery or ask the child to delete it.
- Do not attempt to investigate the matter – this is the responsibility of the DSL.
- Do not share information about the incident with anyone other than the DSL.

The DSL will hold an initial review meeting with appropriate Pastoral Staff. The child(ren) involved will be spoken to (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm. At any point in the process, if there is a concern a child has been harmed or is at risk of harm, a referral could be made to Children’s Social Care and/or the police.

An initial review will consider the initial evidence and aim to establish:

- whether there is an immediate risk to a child;
- if a referral should be made to the police and/or children’s social care;
- if it is necessary to view the imagery in order to safeguard the child – in most cases, imagery should not be viewed;
- what further information is required to decide on the best response;
- whether the imagery has been shared widely and via what services and/or platforms;
- any relevant facts about the participants involved that would influence risk assessment;
- if there is a need to contact another school, college, setting or individual;
- whether to contact parents or carers of the participants involved - in most cases parents should be involved.

An immediate referral to police and/or children’s social care should be made if at this initial stage:

- the incident involves an adult.
- there is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent.
- the imagery involves sexual acts and any child in the imagery is under 13.
- you have reason to believe a participant is at immediate risk of harm owing to the sharing of the imagery, for example, the participant is presenting as suicidal or self-harming.

If none of the above applies, then the DSL may decide to respond to the incident without involving the police or children’s social care (the DSL can choose to escalate the incident at any time if further information/concerns come to light). The decision to respond to the incident without involving the police or children’s social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within NYMT’s own pastoral support and disciplinary framework and, if appropriate, local network of support.

Signs of abuse

Possible signs of abuse include (but are not limited to):

- the child says they has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a child's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the child's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden or significant change in the child's behaviour;
- the child asks to drop activities with a particular Staff member and seems reluctant to discuss the reasons;
- the child appears neglected, e.g. dirty, hungry, inadequately clothed;
- the child is reluctant to go home, or has been openly rejected by his / her parents or carers;
- the child runs away or goes missing (see the separate Missing Child Policy);
- mental health issues.

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

It is the responsibility of all associated with South West Music School to be aware and to act on any concerns concerning child welfare. All concerns should be addressed to our designated DSL (Jennie Troup) who will decide next steps. If the DSL is not present or available this should not delay appropriate action being taken.

All staff should take personal responsibility for sharing information, being mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate action.

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

First point of contact for suspicions or concerns

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

No SWMS employee or freelance employee should assume sole responsibility for a child, young person or vulnerable adult.

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

The DSL will work with external safeguarding partners and other agencies in line with Keeping Children Safe In Education. The DSL will refer to advice from trusted agencies if considering whether police involvement is necessary.

If a child is in danger

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and or the police immediately. Contact should be made through the Local Area Designated Office (LADO) anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Prevent

Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the Prevent Duty. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training in the Prevent Duty and tackling extremism, and is able to support staff with any concerns they may have. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent Referral.

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 freelance contractors who in good faith report their concerns that a colleague is, or may be, abusing a child
- Appropriate support will also be 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.
 - Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way that indicates they may pose a risk of 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.

Record keeping and retention

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This record should include the date, time and place of the conversation and detail of what was said and by whom and who was present.

The record should be signed by the person writing it.

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

The taking, usage and storage of images of children

Photo and filming permission/storage

All SWMS parents, guardians and 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.

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

Freelance staff and partner organisations are not permitted to take any photographic or film footage within our activities without prior consent of the DSL or General Manager.

Parents/Carers, Freelance staff and partner organisations are requested to not share images or film on social media, other than that of their own child.

Mobile phones

We ask that no mobile phones are accessed during workshop delivery. A tutor may occasionally request that students record themselves as part of the activity in a managed environment.

The General Manager and DSL may take activity images according to our parental consent forms during workshops.

During residential activities SWMS acknowledges that mobiles are helpful to keep in contact with parent/guardians/carers. However, we request that access is limited to private time.

All students are requested to respect our code of conduct related to mobile phone and social media when on residential activities and workshops as outlined for each activity.

Storage of personal/confidential information associated with the grant application process for the DfE – The process of grant applications requires financial disclosure and personal information. SWMS adheres to the GDPR guidelines and is signed up to the code of standards of the ICO (Information Commissioner's Office) The DfE operates a secure portal.

Health and Safety guidelines

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.

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.

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 including - risk assessments for all activity, safe equipment and healthy working conditions. At our partner sites we adhere to the Fire and Evacuation plans and specific site rules.
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.

6. SWMS ensures that a responsible adult/safeguarding lead is present at all activities.
7. First aid provision is in place at all activities.

SWMS collects all relevant medical/allergy information for each student at the start of the academic year. These forms are stored securely and not shared externally. However, all information is reviewed and collected ahead of workshop/residential activity. The DSL/Lead House Parent has access to this information on site.

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.

First Aiders will:

- treat casualties in accordance with the training they have received.
- inform SWMS management when the training certification period is nearing expiry.
- attend periodic retraining 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: July 2022

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 is committed to ensuring the needs of all are appropriately met and complies with the relevant provisions of the Equality Act 2010, which names sexual orientation and gender reassignment as protected characteristics. Diversity and inclusion is celebrated across all aspects of SWMS activities, and we believe LGBTQ members have a right to be who they are, and express themselves freely, without prejudice.

Staff are committed to train and understand how best to support LGBTQ members, thereby being able to make a positive difference in impacting members' mental health, their safety, their academic success, and their overall quality of life.

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.

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.

4. Accessibility

SWMS pays particular attention to the needs of people with disabilities, whether a participant on the programme, artists or employees 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.

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, Dr Oliver Leaman 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.

Student Discipline and Expulsion Policy and Procedures

The SWMS Student Handbook sets out the guidelines and rules 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 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.

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.