

# ACADEMY OF MUSIC & SOUND

## THE ACADEMY of MUSIC & SOUND SAFEGUARDING & DISCLOSURE POLICY

### POLICY STATEMENT

The Academy of Music & Sound (AMS) is committed to promoting and safeguarding the welfare of young people and staff. There is commitment to providing the best and safest learning environment possible to ensure students can succeed and both young people and staff feel secure.

AMS has a duty of care to our students and must ensure that the well-being and health and safety of all young people are a priority.

AMS recognises that all students regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm or abuse.

This policy applies to all staff, teachers and any member of the Senior Management Team who may be working with children (i.e. those aged under 16), young persons (i.e. those aged 16 to 18) and vulnerable adults (i.e. as defined by section 59 of the Safeguarding Vulnerable Groups Act 2006).

### Aims of the Policy:

- This Safeguarding & Disclosure Policy aims to protect students from sexual, physical and emotional harm.
- AMS aims to adopt the highest possible standards and take all reasonable steps in relation to the safety and welfare of our students.

### AMS will;

- Endeavour to identify young people who are experiencing significant harm and provide support and take appropriate action where necessary
- Take seriously all suspicions and allegations of abuse and responded to swiftly and appropriately.
- Provide procedures for reporting such concerns and work in partnership with the appropriate agencies
- Acknowledge that the term *safeguarding & disclosure* embraces both child protection and a preventative approach to keeping young people safe. This includes many aspects of *Every Child Matters* (ECM) and encompasses abuse, health and

safety, bullying, meeting the needs of those with a disabling condition and/or medical condition, providing first aid and security

- Seek to create a safe environment for young people to learn and staff to work
- Ensure all staff and teachers working in the organisation understand their responsibility to report concerns to the designated safeguarding person within AMS
- Take measures to prevent unsuitable people from working with young people
- Allow for reporting and dealing with allegations of abuse against members of staff.

### **What is Abuse?**

It is generally accepted that there are four main forms of abuse. The following definitions are taken from *Working Together to Safeguard Children* (1999, Department of Health, Home Office, Department for Education and Employment).

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child they are looking after. Physical abuse, as well as being the result of a deliberate act, can also be caused through the omission or the failure to act and protect.

#### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and psychological needs, which is likely to result in serious impairment to health and development. It may involve a carer failing to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in significant impairment of the child's health or development.

#### **Sexual Abuse**

Forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what's happening. This includes rape, incest and all forms of sexual activity involving children, including pornography and prostitution.

#### **Emotional Abuse**

This is persistent emotional ill treatment which is likely to cause serious harm to the child's emotional development. This may involve conveying to children that they are worthless, unloved and inadequate and cause children to feel frightened, in danger, be exploited or corrupted.

## **The Academy of Music & Sound Safeguarding Procedure.**

### **1) Recognising Abuse**

There are a number of circumstances under which staff might have concerns that a child or young person or vulnerable adult has been or is being abused:

- A student may declare abuse they have experienced
- A third party - parent, relative, carer, friend, neighbour, teacher – sharing concerns.

Staff and teachers may also become concerned through observing:

- A bruise or injury which is unusual, for example, on a part of the body which is not normally prone to such injuries (e.g. the cheeks)
- Cigarette burns or bite marks
- Injuries which require but have not received medical attention
- Unexplained changes in behaviour either over time or suddenly (e.g. aggression or becoming withdrawn)
- Running away from home, non-attendance at college, projects or activities
- Reluctance to get changed or for example wearing long sleeves in hot weather
- The young person appears not to trust certain adults with whom you would normally expect them to have a close relationship
- The young person being discouraged or unable to make friends or from socialising with others
- The young person becoming unusually dirty or unkempt
- Changes to eating patterns
- Self harm or attempts to self harm
- Sexually inappropriate behaviour

The above list is not exhaustive

### **Peer to Peer abuse (by one or more student against another student).**

This can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for

sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim

Staff and teachers should understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for students and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it

### **Sexual Harassment and Violence**

Please separate AMS Sexual Harassment and Violence Policy

### **Extremism and Radicalisation and the Prevent Duty**

Prevent aims to stop people becoming terrorists or supporting terrorism and seeks to place a duty on specified authorities, including schools and colleges, to *‘have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism’*. This covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

There is a separate *AMS Prevent plan*, which is available and should be read alongside this *Safeguarding & Disclosure Policy* and this sets out the required procedures.

In instances whereby there is a fear that an individual is being drawn into these areas, you should contact the Prevent Officer at the partner college or University for guidance. Within AMS, you can direct your concerns to the Designated Safeguarding Lead.

## **2) Disclosure of Abuse**

If a student confides to someone that they are being or have been abused they have placed that person in a position of trust.

Any member of AMS staff or teachers upon receiving the information should then;

- React calmly.
- Reassure the individual that they were right to tell and that they are not to blame and take what the student says seriously.
- Be careful not to be deemed as putting words into the student’s mouth.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what is being said. Only ask questions in order to clarify what is being said.
- Do not investigate. It is up to social services and the police to investigate the matter fully.
- Do not promise confidentiality.
- Inform the student what you will do next.
- Make a full and written record of what has been said as soon as possible, sign it and pass on the information immediately to the designated Safeguarding person within AMS. This does not have to be typed, a handwritten record of the conversation is fine as long as it is dated and signed.

The report should include

- The student's details including name.
- Whether or not the student making the report is expressing their own concerns or those of someone else.
- The nature of the allegation, including dates, times, specific factors and any other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The student's account if it can be given, of what has happened and how any bruising or others injuries occurred.
- Accounts from others, including colleagues and parents.
- Ensure the report is kept confidential, if emailing it do not use the student's name just their initials in the body of the text and share the report via One Drive or password protect.

**Remember the five R's: Recognise, Respond, Report, Record, Refer**

### 3) Referral by the Designated Safeguarding Lead

A designated Safeguarding lead has been identified within each of The Academy of Music & Sound centres

Academy Centre	Designated Safeguarding Lead	Senior Safeguarding Officer
Edinburgh	Alyssa Renwick <a href="mailto:alyssa.renwick@academyofmusic.ac.uk">alyssa.renwick@academyofmusic.ac.uk</a>  Deputy: Andy Smith <a href="mailto:Andy.smith@academyofmusic.ac.uk">Andy.smith@academyofmusic.ac.uk</a>	Mel Baxter <a href="mailto:mel.baxter@academyofmusic.ac.uk">mel.baxter@academyofmusic.ac.uk</a>
Exeter	Jordan Morris <a href="mailto:jordan.morris@academyofmusic.ac.uk">jordan.morris@academyofmusic.ac.uk</a>	Mel Baxter <a href="mailto:mel.baxter@academyofmusic.ac.uk">mel.baxter@academyofmusic.ac.uk</a>
Gateshead	Steve Ireland <a href="mailto:steve.ireland@academyofmusic.ac.uk">steve.ireland@academyofmusic.ac.uk</a>	Mel Baxter <a href="mailto:mel.baxter@academyofmusic.ac.uk">mel.baxter@academyofmusic.ac.uk</a>
Glasgow	Richard Greer <a href="mailto:richard.greer@academyofmusic.ac.uk">richard.greer@academyofmusic.ac.uk</a> Deputy: Danny Lacey <a href="mailto:Danny.lacey@academyofmusic.ac.uk">Danny.lacey@academyofmusic.ac.uk</a>	Mel Baxter <a href="mailto:mel.baxter@academyofmusic.ac.uk">mel.baxter@academyofmusic.ac.uk</a>
AMSONline	Rob Dymond <a href="mailto:rob.dymond@academyofmusic.ac.uk">rob.dymond@academyofmusic.ac.uk</a>	Mel Baxter <a href="mailto:mel.baxter@academyofmusic.ac.uk">mel.baxter@academyofmusic.ac.uk</a>

### **The Designated Safeguarding Lead is responsible for:**

- Acting on concerns raised by staff, teachers and students within AMS along with the Senior Safeguarding Officer and/or the Designated Safeguarding Lead at the partner college or University where necessary.
- The Designated Safeguarding Lead should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children*.
- Keeping written records of concerns about a student even if there is no need to make an immediate referral for action
- Ensuring that all such records are kept confidentially and secure and are separate from general information
- For RSL students; report to New College Swindon monthly on any Safeguarding issues.

Following any information raising concern, the Designated Safeguard Lead will consider:

- any urgent medical needs of the student
- any immediate danger to the student
- consulting with appropriate persons at the *Local Safeguarding Children Board* (LSCB)
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- whether to call the police when a crime has been committed
- whether to refer to the Channel programme where there is a radicalisation concern
- Whether to refer to LADO where a staff member or teacher is involved in suspected abuse

**OR**

- not to make a referral at this stage
- if further monitoring is necessary

**It is not AMS's Designated Lead's responsibility to decide whether abuse has taken place or not, however it will pass on information to the appropriate authority immediately.**

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours

**Safeguarding Records** should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

**Procedure for dealing with allegations about members of AMS staff or teachers.**

It is important that members of staff and teachers, by their behaviour and actions, do not place pupils or themselves at risk of harm, or risk of allegations of harm, to a pupil. See *AMS Code of Professional Conduct and Boundaries*. If any form of abuse is suspected or identified by a member of staff or teacher this should be reported immediately to the Designated Safeguarding Lead and a referral made to Local Authority Designated Person (LADO) the local organisation that deals with complaints against staff and teachers.

**Whistle Blowing.**

It is recognised that students cannot be expected to raise concerns in an environment where staff or teachers fail to do so. All staff and teachers should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or other users.

- Everyone is encouraged to talk directly to the Designated Safeguarding Lead or Senior Safeguarding officer about concerns within AMS
- The procedures are incorporated in the *AMS Whistle Blowing Policy*.

**Safer Recruitment**

AMS undertakes to operate safe recruitment procedures, including DBS/ PVG Membership in Scotland checks and induction training on Safeguarding and Prevent for all staff.

See the *AMS Safer Recruitment Policy*

**Reasonable Force**

Staff and teachers may use reasonable force to prevent a student from hurting themselves, others or damage property. This could include touching or manoeuvring students. Professional judgement is to be used at the time to prevent violence. However, staff and teachers should not put themselves in any danger and avoid using reasonable force if possible.

**Related AMS Policies**

- Anti-Bullying Policy
- Health and Safety Policy
- Whistle Blowers Policy
- Safer Recruitment Policy
- Code of Professional Conduct and Boundaries

- Prevent Plan
- Sexual Harassment and Violence

**Useful Resources:**

- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- DfE:
  - [Preventing and tackling bullying advice](#)
  - [Searching, Screening and Confiscation](#)
  - [Use of reasonable force](#)
  - [Behaviour and discipline in schools- guidance for headteachers and staff](#)
  - [Behaviour and discipline in schools- guidance for governing bodies](#)
- [Improving behaviour in schools- guidance report](#)
- [Creating a culture- Independent review of behaviour in schools](#)
- [Anti-Bullying Alliance](#)
- [The Diana Award Anti-Bullying Campaign](#)
- [Childline- bullying](#)
- [Kidscape](#)

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**Agreed by:** Steve Ryan, Mel Baxter