Safeguarding Policy

The Music Works is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect children from harm, abuse and exploitation. The Music Works acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse. Paid staff and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of children, young people and adults.

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Key Personnel

The Designated Safeguarding Lead (DSL) is Kyle Mackenzie Director

Email: dsl@themusicworks.uk
Phone: 07862 679 434

The deputy Designated Safeguarding Lead is Catherine Devasagayam
Email: catherine@themusicworks.uk
Phone: 07760 175732

Purpose and aim of the procedure

The Music works recognizes that the welfare of the child is paramount and that all children and young people, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse.

The Music Works is committed to the belief that protecting children and young people is everybody's responsibility and that all adults including directors, full and part time staff, contractors and volunteers have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest child is at risk. Students should feel secure in their learning and be protected from abuse, harm and radicalisation.

Our aim is to create up uphold a positive culture of support for staff and students through awareness and training:

- Safer Recruitment - abiding by safe recruitment measures in interviews to check the suitability of adult to work in regulated activity.
- All new and existing teaching to have enhanced DBS checks at regular intervals.
- Providing Safeguarding training and regular updated training and ensure that all staff have read and understood the relevant sections of "Keeping Children Safe in Education" (DfE statutory guidance)
- Working alongside our partner schools individual safeguarding policy and reporting any concerns to their relevant designated safeguarding team
- Ensuring all staff can recognize the signs and symptoms of abuse and understand procedures for reporting concerns to both The Music Works and our partner schools
- Create a positive and inclusive environment where teachers feel able to discuss any concerns, feel well supported and equipped to work with their students.

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019).

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment, inside or outside the home, including online.
- Preventing impairment of children's mental or physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- Providing help and support to meet the needs of children as soon as problems emerge

Role and Responsibilities

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguard Lead

The DSL takes lead responsibility for both the day-to-day oversight of safeguarding and child protection and are available to support staff and give guidance at any time. Both DSL and Deputy DSL receive regular training updates and liaise with management and staff to update training and policy.

The DSL and Deputy DSL will:

1. Take a lead role in developing and reviewing The Music Works safeguarding and child protection policies and procedures.

2. Take a lead role in implementing The Music Works safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issue concerning children and young people who take part in The Music Works activities are responded to appropriately.

3. Make sure that everyone working or volunteering with or for children and young people at The Music Works, including the management committee members understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.

4. Make sure children and young people who are involved in activities at The Music Works and their parents know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.

5. Receive and record information from anyone who has concerns about a child who takes part in The Music Works activities.

6. Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with The Music Works] may present a risk to children or young people. This includes:

- assessing and clarifying the information
- making referrals to statutory organisations as appropriate
- consulting with and informing the relevant members of the organisation's management
- following the organisation's safeguarding policy and procedures.

7. Liaise with, pass on information to and receive information from statutory child protection agencies such as:

- the local authority child protection services
- the police.

This includes making formal referrals to agencies when necessary
.

8. Consult the NSPCC Helpline when support is needed, by calling 0808 800 5000 or emailing
help@nspcc.org.uk.

9. Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.

10. Work closely with the management committee to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.

11. Report regularly to the management committee on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.

12. Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.

13. Be familiar with issues relating to child protection and abuse and keep up to date with new developments in this area.

14. Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at The Music Works

15. Attend team meetings, supervision sessions and management meetings as arranged.

16. Work flexibly as may be required and carry out any other reasonable duties.

Local Authority Designated Officer

Every local authority has a statutory responsibility to have a local authority designated officer (LADO). They are responsible for dealing with concerns that an adult may have caused a child or young person harm. In Surrey the authority works to the Surrey Safeguarding Children's Board Procedures which can be found at
https://surreyscb.procedures.org.uk/page/contents

The LADO will:

- Provide advice / help to those in charge to make sure that concerns are looked into properly. This will sometimes include talking to other professionals who need to know, including the Police.
- Make sure concerns are looked into properly.

Surrey Safeguarding Children's Partnership
0300 470 9100
cspa@surreycc.gov.uk

All Staff

All The Music Works teachers and staff have a duty of care to provide a safe environment for children to learn and thrive and sets the company's commitment to protecting children from harm.

All staff will:

- Read and understand "Keeping Children Safe in Education 2026 (Part One)" in full. This applies to all staff, including those who do not work directly with children (e.g. administrative and operational roles), as the previous shortened summary (Annex A) has been removed from the statutory guidance.
- Read and understand The Music Works Safeguarding Policy
- Read and understand What to do if you're worried a child is being abused (DofE)
- Undertake and understand regular safeguarding training provided by The Music Works

By reading the above-mentioned policy and training all teachers and staff will be aware of the following safeguarding actions:

- How to raise a concern with the DSL or Deputy DSL or with our partner schools safeguarding team. In the rare event that a teacher cannot reach either the DSL or Deputy DSL action should not be delayed. If there is a risk of immediate harm to a child all staff should call the police (999). All staff can make a referral to the Surrey Safeguarding Children's Board however the DSL should be informed as soon as Possible

- To be aware of their local early help process and understand their role in it.

- To be able to recognize early indications of abuse and neglect and be aware of behaviours that can put children as risk of harm

- To know what to do if a child tells them they are being abused, exploited, 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 (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone

about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

- To be aware of the process for making referrals to local authority children's social care and for statutory assessments4 under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- To be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Definitions of Abuse

The definitions of abuse that follow have been taken from Keeping Children safe in Education 2026 (DofE)

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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to 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. 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 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just 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 children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should also be aware of the role misogyny can play in child-on-child abuse. Exposure to misogynistic content online can shape attitudes that increase the likelihood of sexual harassment, sexual violence and other forms of child-on-child abuse. Staff should challenge misogynistic language and behaviour wherever they encounter it and treat it as a potential indicator of, or precursor to, harmful sexual behaviour.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

• 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, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

•

• consensual and non-consensual sharing of nude and semi-nude images and/or videos, referred to as "nudes" (previously known as sexting or youth produced sexual imagery). This includes images taken by the young person or someone else, and digitally-altered or AI-generated images, including deepfakes.

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children Questioning Their Gender

The Music Works recognises that a child may confide in a member of staff that they are questioning their gender. Any such conversation should be approached sensitively and through a safeguarding lens.

Staff should:

- Listen without judgement and avoid promising confidentiality they cannot keep
- Not share the information with anyone other than the DSL or Deputy DSL unless there is a safeguarding risk that requires wider disclosure
- Refer any concerns, or any request from a child relating to social transition, to the DSL

Where a child asks for changes to how they are treated, this will be discussed with the DSL, who will involve the child's parents/carers except in the rare circumstances where doing so would place the child at greater risk than not involving them. Where a child confides in a member of staff without asking for any changes, there is no need to break that confidence unless a safeguarding risk arises.

Female Genital Mutilation (FGM)

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

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

The Music Works recognises the increased emphasis within statutory guidance on identifying and supporting children who may require mental health support, and on ensuring that any concerns are progressed through the appropriate early help routes.

Young Carers

Some children take on caring responsibilities for a parent, sibling or other family member. This can affect their attendance, punctuality, ability to complete work, and emotional wellbeing, and can leave a child vulnerable to other forms of harm.

Staff should be alert to signs that a child may have caring responsibilities, including:

- Regular lateness or absence, particularly at specific times
- Tiredness or difficulty concentrating
- Anxiety about being contacted at home, or reluctance to discuss home life
- A noticeable change in behaviour, engagement, or performance

Any concern that a child may be a young carer, or that caring responsibilities may be affecting their welfare, should be raised with the DSL or Deputy DSL.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, 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 and may be at risk of criminal exploitation.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

• go missing and are subsequently found in areas away from their home

• have been the victim or perpetrator of serious violence (e.g. knife crime)

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity

• owe a 'debt bond' to their exploiters
• have their bank accounts used to facilitate drug dealing

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

• 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, a

• Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

What to do if a child discloses information

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child

If a teacher or staff of The Music Works have a concern about a child they should raise these concerns immediately with the DSL or if at a partner school The Music Works DSL and the schools safeguarding team

The DSL will contact the partner school and establish whether steps have been taken to:

- managing any support for the child internally via the school's or college's own pastoral support processes
- undertaking an early help assessment
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

If the is a safeguarding concern disclosed by a child teachers and staff should:

- Remain calm but do not delay in taking action
- Believe what the child says, do not jump to conclusions
- listen carefully to the words the child uses, do not use leading questions or put words in a child's mouth
- reassure the child they are right to tell, tell the child what you are going to do and why.

- Speak to The Music works DSL or if a partner school The Music Works DSL and the schools safeguarding team.

Teachers and Staff should not:

- Agree to keep secrets or confidences • investigate or interrogate,
- Make promises about outcomes,
- Panic or attach blame,
- Take photographs of an injury,
- Do nothing, assuming that someone else will take the necessary action.

Recording the disclosure

Record the disclosure in complete, accurate, unbiased, factual and legible notes. All records should be factual, not interpretations of the disclosure

Taking written notes during a disclosure should only happen if the child agrees and is comfortable with you making them. If writing notes during the disclosure include phrases and words that the child uses whilst they are talking to you.

If you after recording after the child has disclosed information, your account should be written straight away, and you should:

- Record exactly what was said
- As much detail as you remember
- Use the child own words and vocabulary wherever possible, even if this doesn't make sense to you

In all cases you should

- Record your own verbal and non-verbal responses
- Make it clear you did not use leading questions
- Record to environmental context of the disclosure
- Record the emotional context of the disclosure
- Record any repetitions as these may give the evidence strength

Early help assessment

If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

In line with the developing Family Help framework, early help may also be appropriate for children who do not meet the threshold for statutory intervention but would benefit from

additional support. This includes children who are repeatedly removed from the classroom, or who are on a part-time timetable, as these can be indicators of wider safeguarding need.

Online Safety

The Music Works acknowledges that it is essential that children are safeguarded from potentially harmful online material. Online safety can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, and AI-generated or manipulated content such as deepfakes.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Music Works teachers and staff should be aware that online abuse is facilitated through technology (computers, tablets, mobile phones and other internet enabled devices). Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- nudes (pressure or coercion to create nude or semi-nude images, including AI-generated or digitally-altered images and deepfakes)
- sexual abuse
- sexual exploitation.

Safeguarding Procedures

If a staff member of The Music Works has a concern about a child they should report this to The Music Works DSL or the Deputy DSL, or in a school setting the schools safeguarding team and The Music Works DSL or deputy DSL

Referrals are sometimes made in response to a single incident such as a report of injury or abuse. However, some concerns build up over time.

If a teacher needs to log a concern they should do so via email to dsl@themusicworks.uk and complete an incident log

Music Works Safeguarding Incident Log.xlsx

Including:

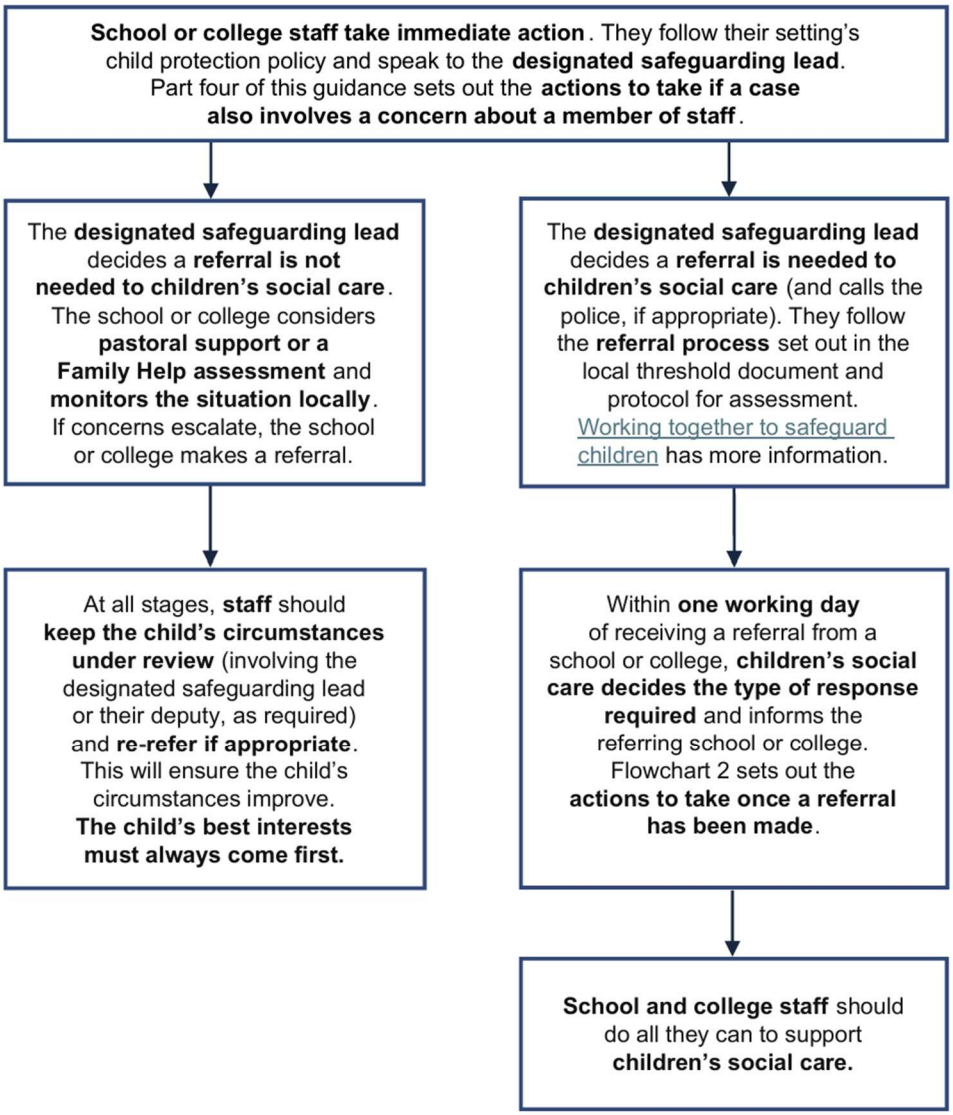
- The date of the disclosure or concern
- The date and time at which the record was made
- The name of the child (and year group/class if applicable)
- A clear summary oof the concern
- If recording a disclosure, please use the child's own words

the teacher informed of any relevant updates. The Music Works DSL will always be available and can be contacted on **07862 679 434**.

The DSL lead is expected to refer cases:

- suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required.

The following chart is taken from **Keeping Children Safe in Education** 2026 (DofE)



If staff of The Music Works feel that a child is in imminent danger they should contact the police on 999

Staff should also follow the advice of the NPCC "When to Call the Police"

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf

This advice covers the following situations:

- Assault

- Criminal damage
- Cyber crime

- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

Code of Conduct

The Music Works expects all contractors and staff to exhibit a high level of professionalism and appropriate behaviour in both our centres, online and in our partner schools by:

- Always putting the safety and welfare of the children first and adhering to the individual schools and The Music Works' safeguarding policies and procedures.
- Always having DBS and photo ID available on request.
- Always using polite and appropriate language, when talking to children, colleagues, or school staff
- Never using a personal device, such as a mobile phone, in the presence of children.
- Always using appropriate adult/staff toilets within a school.

Recording Media

Staff should not take photos or videos of students at any time unless under the direct supervision of The Music Works management team. If recorded media is taken by The Music Works consent is obtained from the child's parents prior to any filming, taking place and recorded on our software digitally.

Teaching rooms and behaviours

All group and 1:1 lessons are taught in our centres in rooms with windowed doors to ensure you can be seen and heard by others. If a school teaching room does not have a viewing window it is suggested that teaching should occur with the door open.

To protect both staff and students of The Music Work staff should:

- take steps to prevent any student from accessing any of your personal accounts on social networking sites
- treat everyone with respect
- report any unusual gifts you receive and ensure they are not of significant value or intention
- remember that an allegation could be made against you.

DO NOT

- develop extensive communication with a student directly outside of lesson time
- reveal personal information to the student, exchange mobile numbers, or email addresses
- intimidate, threaten, coerce, or undermine anyone
- engage in any sexual activity whether consensual or not with a student under 18 years of age with whom you are working
- play games or have physical contact that is inappropriate
- make suggestive remarks or gestures, tell jokes of a sexual nature, or engage in inappropriate verbal banter
- give gifts to students only as part of an agreed reward system
- use your position to gain access to information for your own advantage or another's detriment.

Occasionally staff may encounter students who display attention seeking behaviour or claim to be attracted to them. In such circumstances staff should:

- deal with those situations sensitively and appropriately
- ensure that their behaviour is not misinterpreted
- inform the DSL at school and the DSL of The Music Works of the situation.

Safer Recruitment

Introduction

The Music Works understands that safe recruitment is the first step in to safeguarding and promoting the welfare of children and young adults. Through safe recruitment our organization can feel confident that we are hiring the right people and the safest people for the job and promoting safeguarding as everyone's responsibility

Aims and Objectives

- To ensure the best possible are chosen for the role and are recruited on the basis of their merits, suitability and ability
- To ensure all candidates are considered equally and consistently
- To ensure compliance with all legislation including right to work
- To adhere to our equality and diversity policy
- To ensure we meet our commitment to safeguarding and promoting the welfare of children and young adults by carrying out the necessary pre-employment checks

The benefits to The Music Works of creating a safer environment for children include:

- Children are protected from harm
- Allegations are dealt with effectively
- An open and supportive culture promotes the safety and wellbeing of everyone in your setting

- Children and young people thrive when they feel secure
- Everyone in your setting is clear about roles, responsibilities and boundaries
- Staff and volunteers are protected from misplaced allegations
- Your setting shows that welfare is a priority

Definition of Regulated Activity and Frequency

Any position will amount to “Regulated Activity” if it is carried out:

- Once a week or more often
- More than 3 days in a 30-day period
- Overnight, between 2am and 6am

The Music Works is not permitted to check the Children’s Barred list unless the individual is engaged in “regulated activity”. The Music Works is required to carry out an enhanced DBS check for all staff, contractors and volunteers who are engaged in “regulated activity”.

From 1 September 2026, the exemption that previously allowed supervised volunteers to be treated as outside regulated activity has been removed by the Crime and Policing Act 2026. Any volunteer who teaches, trains, instructs, cares for or supervises children and meets the frequency thresholds above is now in regulated activity regardless of whether they are supervised by another member of staff. The Music Works will review all current volunteer roles to identify anyone newly brought into regulated activity as a result of this change, and will obtain an enhanced DBS check with children's barred list information for them before they continue in the role.

Recruitment and Selection

Advertising

The Music Works will advertise vacant job roles to attach a wide field of applicants and Include:

- Job/role title
- Location
- Length/type of post (fixed term/permanent/sessional/volunteer)
- Diversity and equality statement
- Safeguarding and child protection statement
- Where applicable salary and hours

All information relating to applicants will be treated confidential in accordance with the Data Protecting Act (2018)

Application Forms

The Music Works uses its own application form, and all applicants will be expected to supply:

- A signed declaration
- personal details, current and former names, current address, and national insurance number
- details of their present (or last) employment and reason for leaving
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment.
- qualifications, the awarding body, and date of award
- details of referees/references (see below for further information), and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised.
- Suitable references obtained by The Music Works.

It is unlawful for The Music Works to employ anyone who is barred from working with children and it is also unlawful for someone barred from working with children to apply for a position that involves teaching in a school setting. Candidates will be made aware that providing false information is an offence and could result in rejection of the applicant, summarily dismissal if selected and possible referral to the police.

All applicants will be informed on how we will use the information provided in the application, making it clear it will be kept confidential in a way that complies with our data protection policy.

A job description and personnel specification will be included in the application pack that will set out the roles and responsibilities of the role.

References

All offered of employment or contract will be subject of obtaining two suitable references, one of which should be from the candidates most recent employer. References will be sought after the shortlisting process and will be obtained in writing. Family members should not be considered a suitable referee. Open reference and testimonials are also not accepted.

All referees will be asked if they believe the candidate is suitable for the job and if the referee has any reason to believe that the applicant is unsuitable to work with children. All referees will be advised they have a legal liability for references, and the reference should contain no material misstatement or omission.

Any discrepancies and anomalies will be followed up with the referee by phone.

Shortlisting

Shortlisted candidates will be asked to complete and sign a self-declaration of their criminal record or information that would make them unsuitable to work with children. The Music Works ensure at least two people carry out the shortlisting process and should:

- consider any inconsistencies and look for gaps in employment and reasons given for them.
- explore all potential concerns.
- Consider carrying out an online search as part of due diligence.

Interviews

The Music Works will carry out all interviews face-to-face wherever possible and at least one person on the interview panel will have had Safer Recruitment training. The interview process will explore the candidate's suitability for the role and will give the interview panel an opportunity to ascertain the candidates attitude and values, explain any gaps in employment history and discrepancies in the application form or references.

Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process, if it has been disclosed on the application form.

All applicants who are invited to interview will bring documentary proof of their identity and these must be original not photocopies. Unsuccessful applicants' documents will be destroyed 6 months after the recruitment preference.

DBS checks

The Music Works will apply for an enhanced disclosure from the DBS and a check for all staff and contractors whose position amounts to “regulated activity” defined in the Safeguarding Vulnerable Groups Act 2006.

It is the company’s policy that the DBS disclosure will be obtained before the commencement of employment. The Music Works will re-check DBS certificates every three years and in addition any employee or contractor who takes leave for more than 3 months will be re-checked.

It is the obligation of staff and contractors of The Music Works to inform the company of any cautions or convictions that arise between these checks taking place.

DBS checks are carried out in line with the definition of regulated activity set out above, including the removal of the supervised volunteer exemption from 1 September 2026.

Portability (DBS update service)

The Music Works encourages staff and contractors whose role entails “regulated activity” to sign up to the DBS update service for a fee of £16 per year.

This allows for portability of a Certificate across employers. The Music Works will:

- Obtain consent from the applicant to carry out an update search.
- Confirm the Certificate matches the individual's identity.
- Examine the original certificate to ensure that it is for the appropriate workforce and level of check, ie enhanced certificate/enhanced including barred list information.

Dealing with convictions

The Music Works has a formal procedure if a DBS certificate is returned with details of a conviction.

A panel of directors will consider whether the offence disclosure is relevant to the post, if not the disclosure can be ignored. If the offence is relevant or does not give enough information to reach a decision the panel will decide:

- the nature, seriousness, and relevance of the offence
- how long ago the offence occurred.
- one-off or history of offences.
- changes in circumstances,
- decriminalisation and remorse
- What further information it needs to obtain from the applicant
- Whether it needs to approach anyone else to obtain further information (such as the police)

If the applicant discloses a recent or serious offence against or involving children and this is not recorded on the DBS certificate you should consult the relevant agency to find out whether they wish to consider barring the person form working with children.

Proof of identity/Right to work.

All applicants invited to interview by The Music Works will be required to bring identification documents such as valid passport, photo driving licence or birth certificate with them as proof of identity and eligibility to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006 and DBS identity checking guidelines.

Any candidate who has changed their name through marriage or deed poll will be required to provide documentary evidence of the change.

Overseas checks

If an applicant has lived or travelled abroad for more than three months prior to interview they will need to obtain a criminal record check from the relevant country. The applicant will not be allowed to commence work until the overseas information has been received and deemed satisfactory.

Induction Process

The Music Works operates an induction process to introduce staff and contractors to our policies on safeguarding, behaviour code, whistleblowing policy, etc.

The induction process is intended to:

- Confirm the conduct expected of staff, contractors and volunteers
- Provide training and information about the organizations policies and procedures
- Arrange for support and mentoring as appropriate to the role
- Recognize any concerns about the new members of staff, contractors or volunteers and act on them immediately
- Enable new staff to attend training in child protection
- Ensure every individual knows who is the nominated child protection lead

All new staff and contractors will receive safeguarding training and will read and sign a declaration to say they have read and agreed to the code of conduct.

Record retention and data protection

The Music Works is legally required to undertake the pre-employment checks stated in this policy. If an applicant is successful any information relevant to the application will be retained. This will include copies of documents used to verify identity and right to work. This information will be retained for the period of employment and held securely.

The music works will retain all interview notes on unsuccessful applicants for a period of 6 months. These polices will also extend to volunteers.

The Music Works maintains a Single Central Record of all pre-appointment checks carried out on staff, contractors and volunteers engaged in regulated activity, including identity verification, DBS and children's barred list checks, prohibition checks, overseas checks (where applicable), qualifications, and right-to-work checks, together with the date each check was completed. This record will be reviewed to ensure it correctly reflects any volunteers newly brought into regulated activity following the removal of the supervised volunteer exemption.

Whistleblowing

Whistleblowing is the name given to the act of the disclosure of information to the employer or the relevant authority by an individual who knows, or suspects, that the Organisation is responsible for or taken part in some wrongdoing.
Those making qualifying disclosures are protected against dismissal or detriment by The Public Interest Disclosure Act 1998.

Introduction

Employees may, in properly carrying out their duties, have access to, or come into contact with, information of a confidential nature. Their terms and conditions provide that except in the proper performance of their duties, employees are forbidden from disclosing, or making use of in any form whatsoever, such confidential information.

However, the law allows employees to make a 'protected disclosure' of certain information. To be 'protected,' a disclosure must relate to a specific subject matter and the disclosure must also be made in an appropriate way. Whistleblowing protection is confined to a disclosure which, in the reasonable belief of the employee making the disclosure, is made in the public interest.

The Company is committed to compliance with the Bribery Act 2010. The Company actively encourages a culture of honesty and openness and therefore all employees are required to notify or bring to the attention of their manager or other designated person any issue that, in the employee's opinion, might constitute bribery or corruption.

Qualifying disclosures

Certain disclosures are prescribed by law as "qualifying disclosures." A "qualifying disclosure" means a disclosure of information that you genuinely and reasonably believe is in the public interest and shows that the Company has committed a "relevant failure."

If, in the course of employment, an employee becomes aware of any information which they believe tends to show one or more of the below can be deemed a qualifying disclosure:

- That a criminal offence has been committed, is being committed or is likely to be committed,
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which he is subject,
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur,
- That the health or safety of any individual has been, is being, or is likely to be,

endangered,

- That the environment, has been, is being, or is likely to be, damaged,
- Sexual harassment (unwanted conduct of a sexual nature, as defined in the Equality Act 2010)
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed,
- That the business or any associated person has been, is being, or is likely to be receiving or offering bribes,
- That any foreign official has been, is being, or is likely to be bribed or offered facilitation payment by the company or any associated person.

They must use the Company's disclosure procedure outlined below.

These acts can be in the past, present or future, so that, for example, a disclosure qualifies if it relates to environmental damage that has happened, is happening, or is likely to happen. The Organisation will take any concerns that you may raise relating to the above matters very seriously.
The Employment Rights Act 1996 provides protection for workers who 'blow the whistle' where they believe that some form of illegality, injustice or breach of health and safety has occurred or is likely to occur. The disclosure has to be "in the public interest."

If a concern by an employee does not meet the requirements to be a qualifying disclosure, employees should raise this under the Company's grievance policy. Where a concern is raised under the whistleblowing policy where it is not appropriate to do so, i.e. it relates to a personal grievance, the receiving manager will confirm the matter will be addressed under the grievance policy.

Disclosure Procedure

- Information which an employee believes to show one or more of the above should promptly be disclosed to their Line Manager so that any appropriate action can be taken.
- If it is inappropriate to make such a disclosure to the manager, the employee should speak to a Senior Manager/Director.
- All concerns reported will be treated in the utmost confidence.
- If concerns are can not be reported to management, you should take them direct to the appropriate organisation or regulatory body with authority for that area.

- Following receipt of a disclosure made under this policy, an investigation meeting will be held. The purpose of this meeting is to gather as much information as possible from the employee regarding their concerns, including whether they have any supporting evidence or can identify any witnesses.

- After this meeting, the investigating manager will commence a full investigation into the concerns raised. The investigation will aim to gather all relevant information including relevant documentary evidence or witness statements.

- Once the investigation is complete, the investigation manager will write to the employee confirming the outcome.

- If an employee is not satisfied with the explanation or outcome, they may raise the matter with a Director in the company or the appropriate official organisation or regulatory body.

- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure.

- However, failure to follow this procedure may result in the disclosure of information losing its 'protected status.'

- For further guidance in relation to this matter or concerning the use of the disclosure procedure, employees should speak in confidence to your Line Manager/Senior Manager.

Formal action
Should formal action be required because of any disclosure made under this policy, this action will be conducted in accordance with the applicable Company policy. Any potential sanctions imposed will be fair and reasonable in line with the relevant Company policy.

Protection against detrimental treatment
Anyone who raises any matters of concern under this policy are protected against detrimental treatment, up to and including dismissal, because they have made a disclosure.
Bullying, harassment or any other detrimental treatment afforded to a colleague who has made a qualifying disclosure is unacceptable. Anyone found to have acted in such a manner will be subject to disciplinary action in line with Company policy.

The NSPCC's Whistleblowing Advice Line

The NSPCC's Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation

Contact the Whistleblowing Advice Line if:

- your or another organisation doesn't have clear safeguarding procedures to follow
- concerns aren't dealt with properly or may be covered up
- a concern that was raised hasn't been acted upon
- you are worried that repercussions are likely to arise if you raise a concern.

This applies to incidents that happened in the past, are happening now, or may happen in the future.

Contact the Whistleblowing Advice Line on:

- 0800 028 0285
- help@nspcc.org.uk

Allegations against staff

Any allegations from partner schools, parents, staff other or other parties against a teachers or staff of The Music Works will lead to an immediate investigation. There will be two aspects of this investigation:

- Looking after the welfare of the child and ensuring that the child is not at risk and referring cases of suspected abuse to the local authority
- Investigating and supporting the person subject to the allegation. After basic internal enquiries to help determine whether there is as foundation to the allegation (such as ascertaining whether the individual was in the school at the time of the allegation) the DSL will discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, The Music Works with ne involved with a strategy discussion with the police and/or local authority children's social care in accordance with the statutory guidance "Working Together to Safeguard Children)

All telephone reports to the LADO will be followed up in writing within 48 hours

Following advice from LADO it may be necessary to suspend and/or remove the member of staff from the partner school or teaching schedule pending a full investigation of the allegation.

Although the prime concern in terms of investigating an allegation against a person in a position of trust is the welfare of the child in question, The Music Works has a duty of care to its staff to:

- manage and minimise the stress caused by the allegation
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary
- advise the individual to contact their trade union representative, or a colleague for support
- provide access to counselling or medical advice where appropriate.
- appoint a named representative to keep the person informed about the progress of the case
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Contact Details

The Music Works Designated Safeguarding Lead (DSL) is Kyle MacKenzie
Email: dsl@themusicworks.uk
Phone: 07862 679434

The Music Works deputy Designated Safeguarding Lead is Catherine Devasagayam
Email: catherine@themusicworks.uk
Phone: 07760 175732

Childrens Services (Surrey County Council)

Phone: 0300 470 9100.
Out of hours phone: 01483 517898 (**emergency duty team)**

Email:
- For concerns for a child or young person: cspa@surreycc.gov.uk
- For concerns for an adult: ascmash@surreycc.gov.uk

Surrey Safeguarding Children's Partnership

https://www.surreyscp.org.uk/

0300 470 9100

LADO Surrey County Council

Phone: 0300 123 1650

NSPCC Helpline

Phone: 0808 800 5000

Confidentiality

The Music Works understands that we and other agencies need to work together to effectively meet a child's needs, safeguard their welfare and protect them from harm in line with Working Together to Safeguard Children (2018). All professional agencies should share information in a timely fashion

The Music Works will all consider the safety and welfare of a child when making decisions on sharing information and seek consent to share confidential information (we may still share confidential information if in our judgement there is sufficient need to override consent).

All Information will be shared securely and only with those who need to see it and we will ensure information is accurate and up to date. The Music Works understands that the General Data Protection Act 2018 regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm.

The Music Works also recognises the information-sharing duty introduced by the Children's Wellbeing and Schools Act 2026, which requires safeguarding organisations and practitioners to share information that is relevant to safeguarding or promoting the welfare of a child, considered against relevance, necessity and proportionality. This duty is intended to give staff greater confidence to share information appropriately and in a timely way.