

SAFEGUARDING & CHILD PROTECTION POLICY FOR THURROCK MUSIC SERVICE AND THURROCK MUSIC EDUCATION HUB

ACKNOWLEDGED BY: **Sharon Owens**

POLICY TO BE REVIEWED JULY 2020

KEY CONTACTS WITHIN THE SERVICE

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KEY CONTACTS WITHIN THE LOCAL AUTHORITY

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SAFEGUARDING & CHILD PROTECTION POLICY FOR THURROCK MUSIC SERVICES AND THURROCK MUSIC EDUCATION HUB

1. CONTEXT

Schools and their staff and other providers of education such as Thurrock Music Services and partner organisations of Thurrock Music Education Hub form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Service, school and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Thurrock Music Services, Hub Partners and Schools should work with Social Care, the Police, health services and other services to promote the welfare of children and protect them from harm.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, September 2018 (updated June 2019))

This Safeguarding and child Protection Policy is for all Thurrock Music Service staff and delivery partners. It forms part of the safeguarding arrangements for our organisation. It should be read in conjunction with:

- Keeping Children Safe in Education (2018)
- Conduct policy for Thurrock Music Services (*contained within this document*)
- “What to do if you’re worried a child is being abused” (HM Government, 2015)

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2.INTRODUCTION

2.1 Thurrock Music Services takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (the Children Act 1989).

2.2 Section 175/157 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of pupils.

2.3 There are three main elements to our Safeguarding & Child Protection Policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who may have/may have been abused

2.4 This policy applies to all pupils, staff, parents, volunteers, and partner organisations who work for or with Thurrock Music Services and Thurrock Music Education Hub.

2.5 Thurrock Music Services recognises that it is an agent of referral and not of investigation.

3.SERVICE ETHOS

Thurrock Music Services is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that Thurrock Music Service staff can be approached if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- Protect children from harm and support the wider work of schools in equipping pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships and an understanding of the responsibilities of adult life.
- Support schools in ensuring that pupils are taught in a way that is consistent with the law and our values and that respect for others is promoted. This includes an understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make every effort to establish open and honest effective working relationships with parents and colleagues from partner agencies to ensure best working practices with regards to child protection.

4.FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children.

4.2 The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Thurrock Local Safeguarding Children Partnership

4.3 In Thurrock, all professionals must work in accordance with the SET Procedures (Southend Essex and Thurrock Safeguarding and Child Protection Procedures) (2019). Our service also works in accordance with 'Keeping Children Safe in Education' (DfE, September 2019), 'Disqualification under the Childcare Act' 2006 (DfE, 1st September 2018) and 'Working Together to safeguard children' (DfE, March 2018)

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those Thurrock Music Services officers carrying out these responsibilities for the current year are listed on the cover sheet of this document.

5.2 The Designated Safeguarding Lead for Thurrock Music Services has responsibility for managing child protection referrals, safeguarding training and raising awareness of all safeguarding and child protection policies and procedures. They must ensure that every TMS employee, or those delivering any services on behalf of TMS (including temporary staff, volunteers and contractors/partner organisations) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff in relation to child protection matters. It is the role of all Designated Safeguarding Leads to make appropriate and timely referrals to Children's Services (Multi Agency Safeguarding Hub (MASH)) in accordance with the current SET procedures. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence.

5.3 TMS management and colleagues within the Local Authority are responsible for ensuring that the Service follows recruitment procedures that help to deter, reject or identify people who might abuse children.

5.4 The Thurrock Music Service lead officer is responsible for ensuring there is an effective Child Protection Policy in place and that this is updated annually. No staff except for the Designated Safeguarding Lead and his Deputies will be given details relating to individual child protection cases, or situations, to ensure that confidentiality is not breached.

5.5 TMS will publish its Safeguarding and Child Protection Policy on its website alongside 'Keeping Children safe in Education' (DfE, 2019).'

5.6 Thurrock Child Protection and Safeguarding Co-ordinator, Children's Services, is available to offer advice and support and to ensure that training is available for Designated Safeguarding Leads.

6.PROCEDURES

6.1 All action is taken in accordance with the following guidance:

- The SET (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures (May 2019) a copy of which is published on line <https://www.thurrocklscb.org.uk/procedures/set-procedures/>
- Keeping Children Safe in Education (DfE, September 2019) and Disqualification under the Childcare Act, 2006 (DfE, February 2015)
- Working Together to Safeguard Children (DfE, 2018)
- The Prevent duty (DfE, June 2015)
- Multi-Agency Practice Guidelines: Female Genital Mutilation (HMG, 2016) – D.2.11 (Guidelines for School, Colleges and universities).

6.2 When new staff join the service, they are informed of the safeguarding arrangements in place. They are given a copy of our service's Child Protection Policy, advised who the TMS Designated Safeguarding Lead (and Deputy) is and informed how to share concerns with them.

6.3 Staff are also given access to Keeping Children Safe in Education - information for all school and college staff (DfE, September 2019) and What To Do If You're Worried a Child is Being Abused (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

6.4 All Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training.

In a school setting

6.5 In addition to being aware of the Designated Safeguarding Lead within TMS, if working within a school environment staff must also make themselves aware of the Designated Safeguarding Lead for each school they work in.

6.6 Within a school setting any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the Designated Safeguarding Lead within the school. They must then also report it as soon as possible to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead) within TMS. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time. The Designated Safeguarding Lead or the Deputy will then discuss the case with the Safeguarding Lead within the school and report it to Thurrock Children's Services (MASH)

In an out-of-school, community setting

6.7 Within out-of-school and community settings (e.g. music schools, ensemble events etc.), any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the most senior staff member present (e.g. Teacher-In-Charge at a music school or a member of the ensembles team) and to the Designated Safeguarding Lead at TMS. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time to report on to Thurrock Children's Services (MASH).

6.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the TMS Designated Safeguarding Lead.

7. TRAINING AND SUPPORT

7.1 The TMS Designated Safeguarding Lead (and Deputy) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with Keeping Children Safe in Education (DfE, September 2019). All music tutors and other staff members who have contact with children and young people are required to receive appropriate safeguarding and child protection training, which regularly updated and in line with advice from the Thurrock Local Safeguarding Children Partnership (LSCP). All Child Protection training is recorded and certificates will be held by the Music Service. In addition, reading material and safeguarding updates will be sent out annually, and all staff members will be required to read all materials. Staff may also be required to complete online 'top-up' or topic-specific courses.

7.2 The service will ensure that the TMS Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters, as appropriate.

7.3 All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Conduct Policy below.

8. PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the TMS Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

9.RECORDS AND MONITORING

9.1 Well-kept records are essential to good child protection practice. Our service is clear about the need to record any concern about a child or children within a school, the status of such records and when these records should be passed over to other agencies.

9.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and include the action taken. This information will be presented to the Designated Safeguarding Lead at the school and to the Designated Safeguarding Lead at TMS who will then decide on appropriate action.

9.3 These file notes are kept in a confidential child protection file. Digital records will be password protected. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

10.ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS

10.1 It is the responsibility of the TMS Designated Safeguarding Lead to ensure that, if appropriate, the service is represented and that a report is submitted to any Child Protection Conference called for children known to the service. Where appropriate, any report will be shared in advance with the parent(s)/carer. Whoever attends will be fully briefed on any issues or concerns the service has and be prepared to contribute to the discussions at the conference.

10.2 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the school Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. The school is also usually part of the Core Group and will provide appropriate information and contribute to the plan at these meetings.

11. SUPPORTING PUPILS AT RISK

11.1 Our service is committed to ensuring that our pupils receive the right help at the right time.

11.2 Schools and other education settings may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.

11.3 Our service will endeavour to support all pupils through:

- Supporting schools to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The service ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the individual school's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that they are valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

12. SPECIFIC SAFEGUARDING ISSUES

12.1 'Keeping children safe in education' (DfE, 2019) defines abuse as the 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. strangers or via the internet). They may be abused by an adult or adults or another child or children.'

12.2 The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical

- Emotional
- Sexual
- Neglect

All TMS staff and partner organisations should be aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

12.3 Our service recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education*, children missing from home or care, child sexual exploitation (CSE)*, domestic violence, drugs, E safety (including), fabricated/induced illness, faith abuse, female genital mutilation (FGM)*, forced marriage, gangs and youth violence, violence against women and girls (VAWG), mental health, children with special educational needs and disabilities*, private fostering, prevention of radicalisation, teenage relationship abuse, trafficking, peer on peer abuse*, which may include bullying (including cyberbullying), on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. Further information regarding some of these issues (as indicated *) can be found below and these issues are also addressed in Annex A of Keeping children safe in education (2019).

12.4 Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from Keeping children safe in education (2018). Other organisations also provide specialist information such as:

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

TES <https://www.tes.com/teaching-resources> and

MindEd <https://www.minded.org.uk/course/view.php?id=402>

Thurrock Local Safeguarding Children's Partnership <https://www.thurrocklscp.org.uk/lscp>

12.5 Peer-on-peer abuse –

Our service recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school or out-of-school provision and will take swift action to intervene where this occurs. Peer-on-peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. We work with schools to help young people understand what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our organisation understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

The service will use the guidance set out in:

'Preventing and tackling bullying: advice for headteachers, staff and governing bodies' (DfE, July 2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and

'Sexting in school and colleges: responding to incidents and safeguarding young people'
(UKCCIS,
2017). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_29_39_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

12.6 Children with special educational needs and disabilities –

TMS understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

12.7 Children missing from education -

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. TMS recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform the school of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Schools should inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more. Children subject to a child protection plan or child in need plan should be reported to children's social care (if not attending a school) much sooner.

12.8 Child sexual exploitation (CSE) –

The statutory definition of Child sexual exploitation is; a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Working Together to Safeguard Children (HMG, March 2018)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our service is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The TMS Designated Safeguarding Lead is the named CSE Lead on these issues and will work with other agencies as appropriate

Our service uses the LSCP Risk Assessment Toolkit <http://cse-toolbox.uk/> and reports any information to Essex Police on a report form, as well as referring to First Contact Team or for Early Help Assessment, as appropriate.

12.9 Female Genital Mutilation (FGM)-

Female genital mutilation (FGM) is a collective term for involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. Our staff are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and in the above guidance that can be found on the GOV.UK website.

TMS will operate in accordance with the statutory requirements relating to this issue, and in line with 'Multi-Agency statutory guidance on female genital mutilation' (HMG, April 2016) and existing local safeguarding procedures.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police personally of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.

12.10 Forced marriage -

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

12.11 Prevention of radicalisation -

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

TMS works in accordance with the Prevent Duty and follows the Departmental advice for schools and childcare providers on preventing children and young people from being drawn into extremism or terrorism 'The Prevent duty' (DfE, June 2015) and the 'Revised *Prevent* Duty Guidance: for England and Wales' (HMG, July 2015), sections 57-76.

TMS approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Services in line with the SET procedures.

13. ALLEGATIONS INVOLVING A MEMBER OF STAFF

13.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

13.2 The service works in accordance with statutory guidance and the SET procedures (2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

13.3 The service has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of school staff will be referred to the Headteacher (or the Deputy Headteacher in their absence) of the specific school as well as the TMS Officer. Any allegation in respect of the headteacher should be reported to the Chair of Governors as well as the TMS Head of Service. Any concerns about a member of TMS staff should be reported to the TMS Head of Service. This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority to manage employment procedures. Staffing matters are confidential and the service must operate within statutory guidance around Data Protection.

13.4 Within an out-of-school or community setting, any concerns about a member of staff (or any adult working with children) should be referred to the TMS Head of Service who will consult with the LADO.

Where the concern involves the TMS Head of Service, it should be reported directly to the Thurrock LADO (Local Authority Designated Officer).

13.5 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as she will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The service will manage these procedures alongside the Local Authority's disciplinary process in liaison with the council's HR Advisor.

13.6 In accordance with 'Keeping children safe in education' (DfE, 2018) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

14. WHISTLEBLOWING

14.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the service's/school's Code of Conduct / Whistleblowing policy. A member of staff should raise concerns verbally or in writing with their line manager. A copy of Thurrock Council's whistleblowing policy can be obtained upon request. Confidential concerns can also be reported by contacting David Lawson, Solicitor, Monitoring officer by emailing whistleblowing@thurrock.gov.uk or by calling 01375 366 110.

14.2 We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

14.3 Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to Children's Services directly, if they continue to have concerns for the safety of a child.

15. SUPPORT

15.1 Whilst the service always takes a child-centred approach to Child Protection issues, we recognise that staff who receive a disclosure or are working in some way with an affected pupil may become distressed by the themes or content which they are exposed to. The service is responsible for all employee welfare, and will help any staff who might need professional support after such an incident. If staff members need additional support around these issues they should contact the TMS Head of Service.

CONDUCT POLICY FOR THURROCK MUSIC SERVICES
And THURROCK MUSIC EDUCATION HUB

**APPROVED BY THURROCK SERVICESMANAGEMENT, THURROCK MUSIC EDUCATION
HUB BOARD AND THURR**

POLICY TO BE REVIEWED JULY 2020

All staff working for or on behalf of Thurrock Music Education Hub must read and abide by Thurrock Council's code of conduct policy.

Staff should also be aware of Thurrock Council's Disciplinary policy and Disciplinary policy standards.

In addition there are a number of other role specific expectations which are outlined below.

Breaches of the Thurrock Council or TMS policies will be investigated and may result in disciplinary action. Serious breaches may be considered as gross misconduct and result in dismissal without notice.

Professional music tutor conduct

While working in schools, alongside the TMS standards, you are expected to co-operate fully and follow the rules and procedures regarding health and safety, equality and diversity policies, and conduct that are held at that school.

Duty of care

Your duty of care extends to all pupils in the schools where you work, even if you do not teach them yourself.

If you become aware of any concerns relating to any pupil either directly, or from a third party, or witness an incident, you have a duty to inform an appropriate person in the school at the earliest opportunity, before you leave that day. If the concern is a Safeguarding matter you must- as outlined in the Safeguarding policy above- also report this to the Designated Safeguarding Lead at TMS.

Physical contact

Tutors who are working on a one-to-one basis need to be very careful. Try not to have any physical contact at all. Fingerings or posture can be modelled and mirrored without physical contact. Further advice on this subject can be found in the Tutor Guidelines.

If you are placed in a difficult situation, or you have any concerns, you must contact the Music Service Lead Officer.

Language and communication

You should never use swear words, expletives or other profanities, however mild you might judge them to be, in front of students, staff or parents.

Similarly, always insist that students use suitable language in your presence.

End any inappropriate conversations, and make sure that the student understands the subject is inappropriate. This should then be immediately reported to the Designated Safeguarding Lead at both the school and TMS.

You should never make comments about a student's personal appearance.

Punctuality

Punctuality is very important and while most schools recognise that occasional delays occur, regular and persistent lateness will usually result in complaints and may result in disciplinary procedures.

Once you have agreed your timetable with your schools, you must adhere to it. If you are delayed (e.g. at a previous school or because of traffic) you should telephone the school as soon as you can do so safely and let them know your estimated time of arrival. You should still endeavour to give all your students their full lesson time or arrange to attend another time in order to do so.

Entry to schools

You are responsible for ensuring that you can gain entry and maintain access to your place of work this must include:

- Signing in on arrival and out on departure
- Informing the school office of your arrival and departure
- Wearing your TMSID badge at all times
- Providing a photo ID and your most recent enhanced DBS certificate at the start of each term and for any spot checks during the term

Please refer to your TMS Peripatetic/School Agreement.

Registers

You are required to maintain registers of attendance.

Teaching outside of school hours

If you are teaching on a school premises outside of normal working hours you should be clear who is still on the premises, how to get help if you need it and what arrangements are being made for pupils' security while they are waiting.

The school needs to take responsibility for the arrangements but you do have a duty of care to your pupils (for example not leaving them alone and unsupervised if a parent is late picking them up). Do not assume other school staff will take responsibility for your student, this is your responsibility. Pupils can only be left in the care of another teacher by mutual agreement.

Do take care though not to let this become a regular occurrence as you should never be alone with a young person on a site.

You should not start so early that your first pupil would be unsupervised between the end of their lesson and the start of the school day.

Lifts

You must not give students lifts in your car.

Photo permissions and mobile phones

You must never take a photo or video of students without the permission of the parents and the school.

Any images stored on a mobile telephone or other electronic device which is taken into a school or other education setting must not contain inappropriate viewing matter for children.

Contact with Students

- You must not give out your personal home or mobile telephone numbers to students.
- Telephone contact must go through parents or carers rather than directly with pupils.
- Text contact must go through parents or carers rather than directly with pupils.
- Email contact must go through parents or carers rather than directly with pupils.
- Thurrock Music Services will never give your personal contact information to a school, parent or carer without your prior approval.

While we recognise that a number of staff regularly make use of social networking sites as a legitimate and valuable means of keeping in touch with family, friends and colleagues, there are potential implications when using the sites in a professional or personal capacity when working with children, young people and vulnerable adults.

- There will be NO contact between staff and pupils on any social networking sites. Any invitations from students to be 'friends' must be rejected.
 - There will be NO contact between staff and pupils through personal or private messaging sites.
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- There will be NO contact between staff and pupils through any other site or device.
 - If photos or videos, with permission, have been taken, they must not be shared on any social media platform, even in any perceived closed groups.
 - Refrain from mentioning any pupil, ensemble, event or school that you work at in any status update. Derogatory comments either explicit or implied regarding any pupil or school will be treated as a disciplinary matter.

Administrative responsibilities

Tutors must return any information requested (statistical returns, surveys etc.,) as comprehensively and quickly as possible. Statistical returns particularly are vital for us to demonstrate the range of our work and to justify our use of the external funding we receive.

Timesheets, timetables and pupil returns will be sent to the office promptly when requested to comply with given deadlines.

Also please remember to give changes of personal details such as address, telephone and mobile numbers and e-mail to the TMSadministrative staff.

Sickness/absence procedure

TMS tutors do not need to inform Thurrock Council of their absence through the First Care system. However, you should inform TMS admin as soon as possible of your absence and also how long you expect to be unavailable. If at all possible you should contact your schools to inform them of your absence but if for any reason this is not possible please let admin know and they will contact schools on your behalf.

If you have any questions or concerns regarding information contained in this document any other issues relating to your employment with TMS please contact the office.

*Thurrock Music Services
Lead partner in Thurrock Music Education Hub*

Thurrock Council

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