

LEEDS JUNIOR CONSERVATOIRE SAFEGUARDING & CHILD PROTECTION POLICY

Academic Year 2021-22

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Chair of Governors
2021-22	Eleanor Moore	Dan Brunskill, Karen Gourlay Ros Morton	Carolyn Lord

Policy Review date
September 2022

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This Safeguarding & Child Protection Policy is available on the Leeds Conservatoire website, and is reviewed and ratified annually by the governing body as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

**Leeds Junior Conservatoire
Child Protection and Safeguarding Advice
Contact List – September 2020**

Role / Agency	Name and role	Contact Details
Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Karen Joyce, Designated Lead for Safeguarding and Head of Student Services	0113 222 3453 07964 904306 (emergencies only) Room 402
Other DSLs	Karen Gourlay, Head of Leeds Junior Conservatoire Ros Morton, Senior Course Administrator	0113 222 3404 Room 443 0113 222 3418 – contact via Student Enquiries Counter (4 th floor)
Governor with responsibility for Child Protection and Safeguarding	TBC	
Staff member with responsibility for dealing with allegations against staff	Rachel Fisher, Senior HR Business Partner	Rachel.fisher@leedscitycollege.ac.uk
Chair of Governors	Jenny Hoy	
CSWS Duty and Advice (Leeds)	Urgent Child Protection concerns	Professionals 0113 376 0336 Members of the public 0113 222 3301 Out of Hours 0113 535 0600
Children’s Social Care Initial Contact Point (Bradford)	Urgent Child Protection concerns	During office hours call Children's Social Care Initial Contact Point - 01274 435600 - (8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday) At all other times, Social Services Emergency Duty Team - 01274 431010
Calderdale	Urgent Child Protection concerns	Multi-Agency Screening Team (MAST) Telephone 01422 393336 (office hours) Emergency Duty Team (EDT) on 01422 288000 (out of hours only).
Doncaster Childrens Services Trust	Urgent Child Protection concerns	<u>01302 737777</u> between 8:30am and 5pm, Monday to Friday

		Outside of these hours call 01302 796000
Hull Safeguarding Children Board	Urgent Child Protection concerns	Early Help and Safeguarding Hub (EHASH) on 01482 448 879 during normal office hours Emergency Duty Team on 01482 300 304 out of normal office hours
Kirklees Duty and Advice	Urgent Child Protection concerns	01484 414 960 (24h hours)
Lancashire County Council	Urgent Child Protection concerns	Call 0300 123 6720 or out of hours 0300 123 6722.
North Yorkshire Safeguarding Children Partnership, Emergency Duty Team	Urgent Child Protection concerns	01609 780780 at any time
Nottingham City Council	Urgent Child Protection concerns	0115 876 4800
Sheffield Safeguarding Hub	Urgent Child Protection concerns	0114 273 4855
Wakefield Safeguarding Children Partnership	Urgent Child Protection concerns	0345 8503 503
York Emergency Duty Team	Urgent Child Protection concerns	01609 780780

Leeds Junior Conservatoire (LJC) is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

This policy is an appendice to the Conservatoire Safeguarding Policy

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in Leeds Conservatoire or in activities organised by the conservatoire which brings them in to contact with students of the organisation.

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Visitors to Leeds Junior Conservatoire

All visitors must sign in on arrival and collect a visitor's badge. This badge must be worn at all times. Staff must remain with their visitors at all times

1. Aims

1.1 Leeds Junior Conservatoire aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.2 The Governing Board and staff of Leeds Junior Conservatoire (hereinafter referred to as LJC) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within LJC to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the LJC community including pupils, staff, governors, visitors/contractors, volunteers, supply staff and trainees working within LJC. It is fully incorporated into the whole conservatoire ethos and is underpinned throughout the teaching of the curriculum and within the safety of the physical environment provided for the pupils.

2. Legislation and guidance

2.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2020 and Working Together to Safeguard Children (WTTSC 2018) and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

When to call the police – Guidance for schools and colleges (NPCC – 2020)

3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- 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

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3

3.4 Appendix 1 explains the different types and indicators of abuse.

3.5 **Children** includes everyone under the age of 18.

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by LJC), volunteers, and governors in the conservatoire. Our policy and procedures also apply to extended LJC and off-site activities.

5.2 All staff

5.2.1 All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

5.2.2 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the LJC day or otherwise.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff

should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.

- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play. Fig 1: **Summary of LJC procedures to follow where there are concerns about a child** (Page 12) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). Where a child already has a child protection social worker, LJC will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- LJC procedures for recording any cause for concerns and passing information on to DSLs in accordance with LJC's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/behaviours can occur outside school or colleges or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

Appendix 1 details different kinds of abuse.

Appendix 2 provides guidance to staff on how to respond to children who report abuse

5.3 The designated safeguarding lead (DSL) and deputy designated staff.

5.3.1 Our DSL is Karen Joyce. The DSL takes lead responsibility for child protection and wider safeguarding.

5.3.2 During term time, the DSL will be available during working hours for staff to discuss any safeguarding concerns.

Karen Joyce can be contacted on 0113 222 3453 or 07964 904306 (emergencies only – Room 402

5.3.3 When the DSL is absent, Karen Gourlay and Ros Morton, will act as cover.

5.3.4 If the DSL and deputies are not available, the Emergency Duty Team at Child Protection for the area where the student lives will act a cover.

5.3.5 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Karen Joyce will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. (Ref: LCC Safeguarding Supervision: Policy and Guidance - Revised 2013).
- The DSL will also keep the Head of LJC informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- Leeds Junior Conservatoire will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If Leeds Junior Conservatoire is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

5.4 The governing board

5.4.1 The governing board will approve this policy at each review, and hold the principal to account for its implementation.

5.4.2 The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.

5.4.3 In the event that safeguarding concerns or an allegation of abuse is made against the Principal, the head of Human Resources will act as the 'case manager'. See also

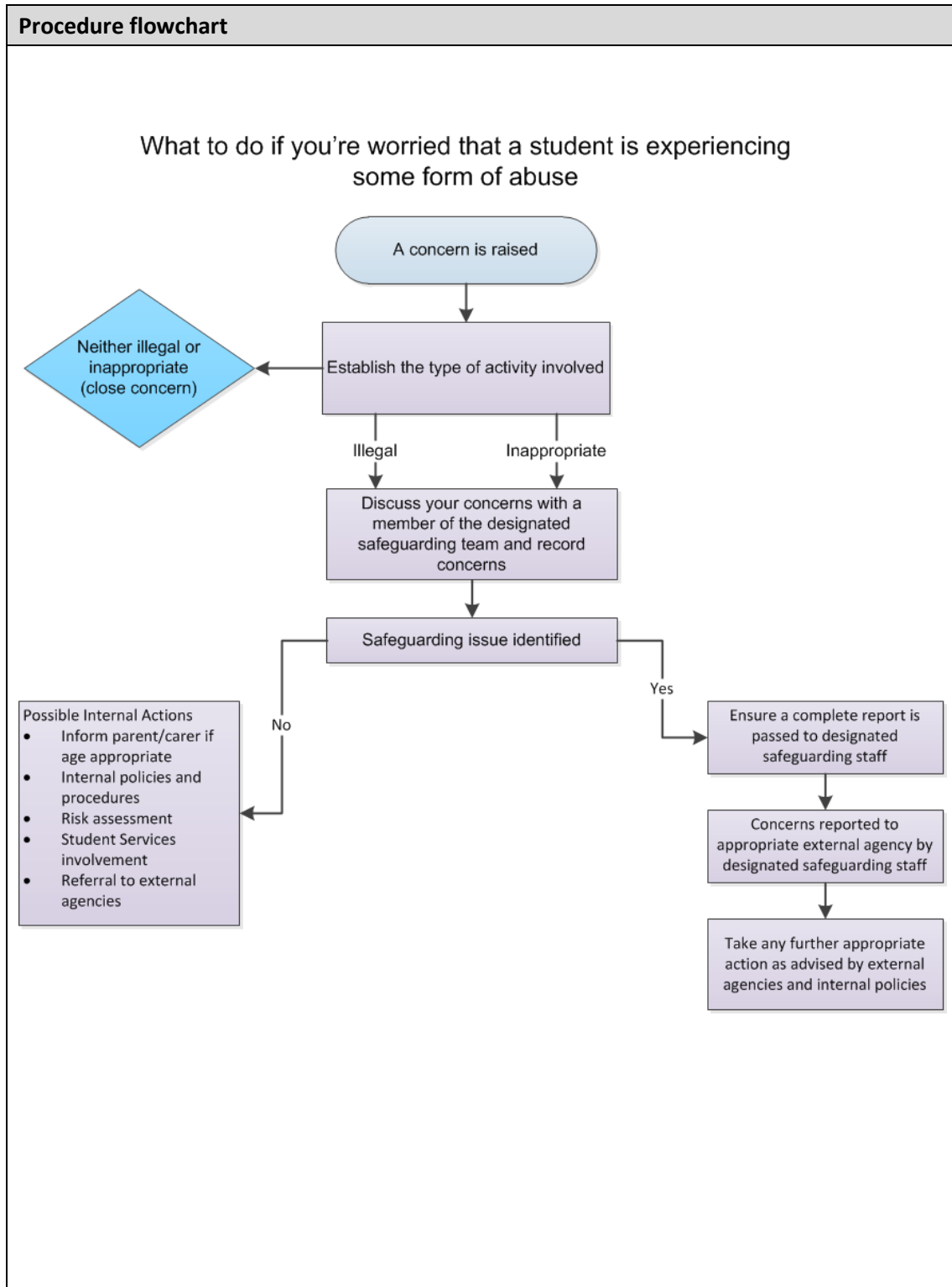
5.4.4 **10.2.**

5.5 The head of Leeds Junior Conservatoire

5.5.1 The head of LJC is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins LJC and via the school website
- Ensuring that the DSO has appropriate time, training and resources, and that there is always adequate cover if the DSO is absent -
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring the relevant staffing ratios are met, where applicable

Fig 1: Summary of LJC procedures to follow where there are concerns about a child



6 Confidentiality and Information Sharing

6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.2 LJC recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to LJC should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

6.3 Confidentiality is addressed throughout this policy with respect to record-keeping (see section 10), dealing with reports of abuse (see Appendix 2), allegations of abuse against staff (see section

6.4 **10.2**), information sharing (see section 6.4) and working with parents (see section 6.5).

6.4 Information sharing

6.4.1 Timely information sharing is essential for effective safeguarding. LJC will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

6.4.2 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

6.5 Working with parents and other agencies to protect children

6.5.1 Parents/carers will be made aware of our procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where LJC has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team to discuss their concerns.

6.5.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in case of emergencies, and in case there are welfare concerns at the home.

6.5.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

6.5.4 Parents/carers are informed about our Safeguarding & Child Protection policy through: website, emails etc.

6.6 Multi-agency work

6.6.1 We will co-operate with the relevant Safeguarding Boards in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.6.2 In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1 Opportunities to teach safeguarding

7.1.1 Relevant issues will be addressed, such as self-esteem, emotional literacy, assertiveness, online safety, anti-bullying,

7.2 Other areas of work

7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equality and Diversity, Behaviour, On-line Safety will be linked to ensure a whole LJC approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the LJC which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The LJC's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole LJC community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require

additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

8.2 Children with additional needs

- 8.2.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.

8.3 Children in Specific Circumstances

- 8.3.1 LJC follows the multi-agency procedures for the student's relevant area and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

Female Genital Mutilation: The Mandatory Reporting Duty

- 8.3.2 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 8.3.3 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 8.3.4 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 8.3.5 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 8.3.6 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 8.3.7 **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM], must speak to the DSL and follow our local safeguarding children's partnership procedures.

Radicalisation and Terrorism

- 8.4.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.

- 8.4.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team or the Prevent Education Officer– Julia Holden, 07891 273720 for further advice.
- 8.4.3 Educational organisations are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- 8.4.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. LJC will ensure that as far as possible all front line staff will undertake Prevent awareness training.

Channel

- 8.4.5 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from LJC may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

8.5 Peer on peer abuse/ child on child

- 8.5.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

- 8.5.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children’s Social Work Service if appropriate. There must be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children’s social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from the Education Safeguarding Team on 0113 3789685.
- 8.5.3 We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 8.5.4 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the LJC community through a multi-agency risk assessment.
- 8.5.5 Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 8.5.6 The DSL must complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child’s child protection records for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk . Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 8.5.7 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.
- 8.5.8 A copy of the child exploitation risk identification tool for partners for partners can be obtained from the LSCP Website: <https://www.leedsscp.org.uk/Practitioners/Child-Exploitation-and-Children-Missing-from-Home/County-Lines>
- 8.5.9 We will ensure LJC works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

9 Children missing from education

- 9.1 A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE

September 2016) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

- 9.2 Children who are absent, abscond or go missing during the LJC day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. School and college staff members must follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

10 A Safer Culture

The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

10.1 Safer Recruitment, selection and pre-employment vetting

10.1.1 Leeds Conservatoire pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). LC will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE 2020).

10.1.2 All recruitment materials will include reference to the LJC's commitment to safeguarding and promoting the wellbeing of students.

10.1.3 LJC will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority/Leeds LSCP.

10.1.4 Leeds Conservatoire will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers not engaging in regulated activity.

10.2 Managing allegations or safeguarding concerns against a member of staff or person.

10.2.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children.

10.2.2 Inappropriate behaviour by staff or person in LJC could take the following forms:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- Staff have duty to disclose to the head of LJC where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in LJC.

10.2.3 A safeguarding complaint that meets the above criteria must be reported to the Head of Human Resources immediately.

10.2.4 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. The case manager must use the local authority designated officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the case manager should consult with the conservatoire's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@leeds.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

10.2.5 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

- 10.2.6 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- 10.2.7 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.
- 10.2.8 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the conservatoire's Disciplinary Policy.
- 10.2.9 Any staff/volunteers who are dismissed by LJC for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the conservatoire has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The conservatoire will keep written records of all of the above.
- 10.2.10 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

10.3 Training and Support

- 10.3.1 All staff members will be made aware of systems within LJC that support safeguarding and these will be explained to them as part of our staff induction. This includes: the conservatoire's safeguarding/child protection policy, guidance on safe working with young people, and the conservatoire's whistleblowing procedures.
- 10.3.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the designated safeguarding staff. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support for cases related to students living in Leeds (Tel: 0113 3789685).
- 10.3.3 Designated Safeguarding staff must have attended the 3-day Children's Services Education child protection training course, and the Leeds LSCP multi-agency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- 10.3.4 Leeds Conservatoire will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the LJC. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The Head teacher will attend appropriate 1 day safeguarding training at least every three years.
- 10.3.5 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.
- 10.3.6 Any training accessed through third party/independent providers must reflect the LSCP protocols and the LSCP minimum standards checklist. This training will be recorded by Leeds Conservatoire.
- 10.3.7 The Head of LJC must complete the National Safer Recruitment Training and refresh this training every five years.

11 Child Protection Records

11.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, Principal. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of LJC)
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the pupil concerned.

11.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

- 11.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the conservatoire. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

- Where the destination school is not known (*the original records will be retained by the school/college*)
- Where the child has not attended the nominated school (*the original records will be retained by the school/college*)
- There is any on-going legal action (*the original file will be retained by LJC and a copy sent*)

- 11.4 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

- 11.5 If a pupil moves from LJC, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering organisation.

- 11.6 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

- 11.7 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

- 11.8 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with

the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

- 11.9 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 11.10 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head of LJC to ensure that the new post holder is fully conversant with all procedures and case files.
- 11.11 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 11.12 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

11.2 Children's and parents' access to child protection files

- 11.2.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.
- 11.2.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or
 - information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.
- 11.2.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice can be sought from the Leeds Adults, Health and Childrens Information Governance Hub.
Contact email: IMG.AC@leeds.gov.uk
Telephone: 0113 3784251.
- 11.2.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

11.3 Archiving

11.3.1 The school (or LJC) that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to CSWS. If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted (please delete as appropriate) from our electronic system.

11.4 Safe Destruction of the pupil record

11.4.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes LJC will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Child Sexual Exploitation: 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.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children. <https://www.leedsscp.org.uk/LSCB/media/Images/pdfs/Multi-agency-Bruising-Protocol-for-Children-Not-Independently-Mobile-V4.pdf>
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Be aware that hearing about abuse can be stressful, and that you might need help to debrief afterwards. You can do this by arrangement with the Designated Safeguarding Lead.

NB It is not the tutor's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be **recorded and** responded to in keeping with the professional roles and responsibilities.

Appendix 3 Safeguarding Concerns Reporting Form
Confidential

Is this referral concerning a student under 16

YES	
YES	
YES	

NO	
NO	
NO	

Is this referral concerning a 16-18 year old student

Is this referral concerning a vulnerable student (18 years or over)

1. Student Details

Name of Student		Female		Male		DOB	
Student Number		Ethnicity					
Course							
Address							
Doctor (if known)							
Tutor/Personal Tutor				Contact number of tutor			
Any siblings/ others at risk? Y/N (if yes please give details)							

2. Disclosure details

Name of staff completing the form		Name of any other staff involved	
Day and date of disclosure		Time of disclosure	Place of disclosure

3. Please describe the nature of the incident/concern including relevant background in as much detail as possible. (Please try to record student’s words as accurately as possible).

<p><i>Please continue if necessary on a separate sheet and attach.</i></p>	
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Signature Staff completing the form		Name <u>and</u> Signature of Designated Staff member	
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4. Please describe the action you have taken:

<input type="checkbox"/> Referred to designated safeguarding team members <input type="checkbox"/> Designated Team member action <input type="checkbox"/> Referred to Police <input type="checkbox"/> Referred to Prevent <input type="checkbox"/> Referred to Social Care <input type="checkbox"/> Referred to Counselling <input type="checkbox"/> Other (please state)

5. For Admin use only

Signed by Designated Safeguarding staff		Date	
Review Date and update on concern			

Appendix 4 Guidelines on Appropriate Communication Between Staff and Leeds Junior Conservatoire Students

Leeds Junior Conservatoire is committed to providing the highest standards of education and training. As part of this process there may be some occasions where contact between a member of staff and a student is entirely necessary and proper.

These guidelines are designed to ensure that:

- You have the confidence to make contact with your students without feeling vulnerable that your actions will be misconstrued;
- Contact only takes place when a student's training is directly affected;
- Students are equipped to identify what is, and what is not, appropriate contact and in what circumstances you may need to contact them.
- Situations where communication may be necessary include: Where you and/or students need to facilitate practice for external concerts; Where you need to give advice and guidance to facilitate practice and progress between lessons.
- Please note: where staff teach in their own homes/studios this is a separate private arrangement and not covered by these guidelines.
- Appropriate means of communication:
- If you need to contact a student regarding LJC this must be done from your Leeds Conservatoire email account – never from your personal email account. The email will need to be sent to the LJC email address Junior@lcm.ac.uk and will then be forwarded on your behalf. In exceptional circumstances, parents may have given permission for you to email the student directly, but always copy in Junior@lcm.ac.uk in case we have to deal with any queries from the parents.
- You are reminded that emails should be professional and factual.
- If you want to speak to a parent then a phone call is acceptable; the LJC team will provide contact details and need to be updated on any arrangements that are made.
- You must not engage inappropriately with SMS students using social media, for example, adding them as friends on Facebook or sending them a private message.
- You must not request contact details from LJC students.

Additional LJC rehearsals/lessons

The Head of LJC must be informed by email of the proposed date, time and place of the extra rehearsal or lesson.

Parents/Carers must agree to the proposal by email

Appendix 5 Guidelines on Physical Contact Between Staff and Leeds Junior Conservatoire Students

Leeds Junior Conservatoire is committed to providing the highest standards of education and training. In ensemble lessons and workshops physical contact is not usually needed, but there may be some occasions where physical contact between a member of staff and a student is entirely necessary and proper.

Staff must ensure that their relationships with LJC students clearly take place within the boundaries of a respectful professional relationship and that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with students under the 18 years of age. If there is any doubt regarding appropriate contact, you should immediately contact the Head of LJC, Karen Gourlay.

These guidelines are designed to ensure that:

- You have the confidence to give professional advice and guidance to your students without feeling vulnerable that your actions will be misconstrued, or that you will be subjected to vexatious claims;
- Physical contact only takes place when a student's training may be adversely affected without such clearly defined contact.
- Students are equipped to identify what is, and what is not, appropriate physical behaviour towards them and in what circumstances you may need to use physical contact.

Situations where physical contact may be necessary include:

- Where you need to give practical advice and guidance on posture or technique in relation to playing/singing e.g. correcting a hand position on the guitar to make a chord easier to play;
- Where you need to give advice and guidance to modify a style of performance so as not to put excessive strain on a particular part of the body.

In order to maintain appropriate boundaries, you should, if you feel it is appropriate to physically touch a student:

- Explain to the student beforehand, why, how and where on the body you intend to make contact and the reason for so doing. Appropriate touch could be to correct a hand position, a light touch on the shoulder to improve posture;
- Always ask for the student's consent before making the physical contact and do not proceed if they feel uncomfortable;
- Consider your position, for example, ensure that you do not position yourself between the student and the door and that the glass panels in the doors are kept clear;
- Physical contact where necessary should only take place if there is more than one student or member of staff present. For example demonstrate correct posture to a small group of students rather than one to one;
- Consider carefully what is said shortly before, during or after any physical contact to ensure a comment or action is not misconstrued or taken out of context;
- Always be aware of the need for people to see what is going on and if you feel uncomfortable in any way about any aspect of your teaching please contact Karen Gourlay without delay.