



West Sussex Music Trust

Safeguarding & Child Protection Policy

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KEY CONTACTS

1.1 Designated Safeguarding Lead	James Underwood 01403 286330 / 07469 351444 James.underwood@westsussexmusic.co.uk
1.2 Deputy Designated Safeguarding Lead	Alison Sutton: 01403 286330 / 07467 373865 alison.sutton@westsussexmusic.co.uk Paul Smyth: 01403 286330 / 07467 373867 paul.smyth@westsussexmusic.co.uk
1.3 Lead Trustee for Safeguarding	Nicola Hughes Nicola.hughes@westsussexmusic.co.uk
1.4 West Sussex Multi-Agency Integrated Front Door Contact - children's social care support - West Sussex County Council	Tel: 01403 229900 Out of hours contact: 0330 222 6664 West Sussex County Council
1.5 Police	101 or in emergencies 999
1.6 Local Authority Designated Officer (LADO)	Online Portal LADO@westsussex.gov.uk 0330 222 6450
1.7 Safeguarding in Education Team	03302 224030 safeguarding.education@westsussex.gov.uk

1. INTRODUCTION

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all staff 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.

We recognise that Keeping Children Safe in Education 2026 applies to post 16 education as set out in Education & Training (welfare of children) Act 2021

Safeguarding is the action taken to promote the welfare of children and protect them from harm.

Safeguarding means

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- providing support to meet children's needs when problems emerge
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

The purpose of this policy is to inform staff¹, parents, volunteers and trustees about West Sussex Music's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

We recognise that all adults, including temporary staff, volunteers and trustees, have a full and active part to play in protecting children from harm and that the child's welfare is our paramount concern.

We believe that West Sussex Music should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. SAFEGUARDING CULTURE IN WEST SUSSEX MUSIC

West Sussex Music takes its responsibility to safeguard children extremely seriously and will train and empower all staff to recognise and respond effectively in order to protect a child who may be at risk of harm.

It could happen here

We will ensure all staff members in our organisation maintain an attitude of 'it could happen here' and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child.

¹ Wherever the word "staff" is used, it covers ALL West Sussex Music staff, including trustees, support staff, volunteers and partners working with children

West Sussex Music will

- have safeguarding at the heart of everything we do;
- maximise opportunities to hear the voice of all of our children and young people and do all we can to understand their lived experience;
- maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world;
- support the child's development in ways that will foster security, confidence and independence;
- provide an environment in which children and young people feel safe, secure, valued, respected, feel confident and know how to approach adults if they may be worried;
- ensure that ALL our children / young people know a member of staff with whom they can communicate if they are worried about something;
- make sure all our staff, including volunteers know how to contact child protection agencies should they need to;
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff and between West Sussex Music and other agencies;
- have and regularly review, a structured procedure within the organisation which will be followed by all members of the community in cases of suspected abuse;
- develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care, including the Early Help Team;
- be part of promoting effective working relationships; we are aware of the requirement for children and young people to have an Appropriate Adult present in certain circumstances involving the police – for example, during searches. We will be aware of Statutory guidance - PACE Code C 2019 – and ensure our children and young people are supported as appropriate;
- ensure that all adults within West Sussex Music who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of Keeping Children Safe in Education 2026;
- have in place, other, up to date policies which support safeguarding;
- develop our curriculum to teach our children at every opportunity how to keep themselves safe;
- make sure all staff are aware of systems at WSM which support safeguarding. We will explain this on induction together by sharing details of this policy, behaviour policy, staff behaviour policy, the school response to children who go missing from education, and role of the Designated Safeguarding Lead (DSL).

Whether in respect of child-on-child abuse or any other safeguarding situation, all staff will reassure the young person who reports any concerns, that they will be taken seriously and kept safe. A young person must never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment nor should a young person ever be made to feel ashamed for making a report.

West Sussex Music recognises the findings in Working Together to Safeguard Children 2018, where children expressed that they wanted an effective safeguarding system to be:

- vigilant: to have adults notice when things are troubling them;
- understanding and actioned: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- stable: to be able to develop an ongoing stable relationship of trust with those helping them;
- respectful: to be treated with the expectation that they are competent rather than not;
- informed and engaged: to be informed about and involved in procedures, decisions, concerns and plans;
- explained: to be informed of the outcome of assessments and decisions and reasons when their views have not been met with a positive response;
- supported: to be provided with support in their own right as well as a member of their family;
- advocated: to be provided with advocacy to assist them in putting forward their views;
- protective: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

We will use this information to support the training of our staff and review this and other policies as appropriate.

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

All of our staff, but especially the designated safeguarding lead (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

3. STATUTORY FRAMEWORK

West Sussex Music will act in accordance with the following government legislation and guidance:

1. The Children Act 1989 <https://www.legislation.gov.uk/ukpga/1989/41/contents>
2. The Children Act 2004 <https://www.legislation.gov.uk/ukpga/2004/31/contents>
3. Education Act 2002 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>
4. Keeping Children Safe in Education 2026 [Keeping children safe in education 2026](#)
5. Sexual Violence and sexual harassment between children in schools and colleges 2021:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf
6. Teaching online safety in school (January 2024)
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>
7. Working Together to Safeguard Children 2026: [Working together to safeguard children 2026.pdf](#)
8. Regulated Activity in relation to children: scope
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated activity in relation to children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf)
9. The Education (Child Information) (England) Regulations 2005
<https://www.legislation.gov.uk/uksi/2005/1437/contents>
10. Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
<https://www.gov.uk/government/publications/prevent-duty-guidance>
11. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf
12. Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>
13. Children Missing Education
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children Missing Education - statutory guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
14. West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures [West Sussex Safeguarding Children Partnership](#)
15. The Right to Choose – what services and organisations should do to help people at risk of forced marriage. <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>
16. Searching, screening and confiscation
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching screening and confiscation advice 2014 updated 2018 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf)
17. The Equality Act 2010 and schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> &
<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>

4. CONFIDENTIALITY

1. As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
2. The designated safeguarding lead will disclose any child protection related information about a child to other members of staff on a need to know basis only, where the receiving member of staff can play an active role in safeguarding that child.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
5. The intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice should be sought from the IFD.
6. KCSiE 2026 very clearly outlines the expectations on our Designated Safeguarding Lead (DSL) in promoting the educational outcomes for children by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. West Sussex Music will follow this guidance.
 - a) KCSiE 2026 outlines that the DSL will share information with staff, so they know who these children are, understand their progress and attainment and maintain a culture of high aspirations for this cohort. West Sussex Music will support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
 - b) West Sussex Music will approach sharing of such information sensitively, in collaboration with the child or young person, parents and carers. When supporting the educational outcomes for a child staff may need to know that the child is or has been supported by safeguarding agencies, but it will often not be necessary to share the details of the actual safeguarding concerns.

5. RESPONSIBILITIES

As an organisation we recognise staff have a vital role to play in safeguarding children because they are in a position to identify concerns early, provide help for children, and prevent concerns escalating. We also recognise ALL staff have a responsibility to provide a safe environment in which children can learn.

West Sussex Music staff will:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- be aware of the signs of abuse and maintain an attitude of "it could happen here" with regards to child protection;

- ensure that children know that there are adults in the organisation whom they can approach if they are worried about any problems;
- know what to do if a child tells them they are being abused or neglected;
- know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible
- if a child is in immediate danger, know how to refer the matter to the Integrated Front Door and/or the police immediately;
- support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence;
- actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe;
- be aware of and follow the [Sussex Child Protection & Safeguarding Procedures](#), produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process;
- have ***read and understand Part 1 of Keeping Children Safe in Education September 2026*** and be alert to signs of abuse and know to whom they should report any concerns or suspicions;
- participate in safeguarding training as part of their induction;
- keep accurate central records of each staff member's safeguarding training attendance;
- receive safeguarding and child protection updates as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children;
- ensure that they know who the Designated Leads are and how to contact them;
- be aware of the early help process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils;
- refer to the Chief Executive if they have concerns about another member of staff;
- refer to the Chair of the West Sussex Music Board of Trustees where the concerns are about the Chief Executive.

6. RESPONSIBILITIES OF BOARD OF TRUSTEES

The Board of Trustees takes seriously its responsibility to safeguard and promote the welfare of children in its care and to work together with other agencies to ensure adequate arrangements within our organisation to identify, assess, and support children who are, or who may be, suffering harm.

Keeping Children Safe in Education 2026, part 2, makes clear that governing bodies and proprietors should have a senior board level or equivalent lead to take **leadership** responsibility for their schools or colleges safeguarding arrangements and to ensure there are appropriate policies and procedures relevant to their particular setting.

We as a Board of Trustees will facilitate a whole organisation approach to safeguarding. As a Board of Trustees we will decide how we facilitate that approach and ensure that all our systems, policies and procedures operate with the best interests of children at their heart.

As an organisation we are fully committed to that and will ensure all our policies and practices enable us to take action in a timely manner to safeguard and promote the welfare of the children and young people.

The nominated **Trustee for Child Protection in West Sussex Music** is: Nicola Hughes

The responsibilities placed on the Board of Trustees include:

1. making sure that the safeguarding policies & procedures are effective and comply with the law. This will include a Child Protection Policy which is reviewed at least annually and is made available publicly, either online or by other means;
2. making sure this child protection policy:
 - reflects the whole organisation approach to child-on-child abuse and reporting systems;
 - describes procedures which are in accordance with government guidance;
 - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
 - includes policies as reflected elsewhere in Part two of KCSiE 2026 where appropriate, reflects serious violence;
 - is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt;
3. having in place a Staff Behaviour Policy (sometimes called a Code of Conduct) which should, amongst other things, include acceptable use of technologies staff/pupil relationships and communications including the use of social media;
4. putting in place appropriate safeguarding responses to children who go missing from our activities, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future;
5. taking immediate steps to safeguard a vulnerable child. For example, an inability to make contact with a parent / carer despite immediate and repeated efforts will not impede urgent safeguarding action, for example calling the police for a child who is at risk and has gone missing;
6. appointing a Designated Safeguarding Lead who is a senior member of staff from the leadership team, who has responsibility for safeguarding and child protection;

7. through regular review and audit, ensuring that any safeguarding deficiencies or weaknesses within the organisation are remedied without delay;
8. ensuring that child protection records are kept securely and separately from other records and are only accessed by staff who need to;
9. ensuring that there are procedures in place to handle allegations against all staff members. Such allegations must be referred to the Local Authority Designated Officer (LADO);
10. recognising that neither the Board of Trustees, nor individual trustees, have a role in pursuing or managing the processes associated with individual cases of child protection;
11. recognising that neither the Board of Trustees, nor individual trustees, have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff;
12. making sure all staff are familiar with the contents of part 1 of Keeping Children Safe in Education 2026, and that all staff have been trained appropriately and that this is updated in line with guidance;
13. ensuring that the organisation is contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified;
14. for e-learning, making sure that appropriate filters and appropriate monitoring systems are in place safeguarding against potentially harmful and inappropriate online material;
15. ensuring that West Sussex Music creates a culture of safe recruitment and as part of that adopt recruitment procedures that help deter, reject or identify people who might abuse children. This includes ensuring taking up references for each shortlisted candidate **before** interview and ensuring that at least one member of any appointing panel, including at shortlisting, will have attended safer recruitment training;
16. ensuring that the organisation keeps an up-to-date single central record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks;
17. ensuring all staff are reminded that they must bring to the attention of the Chief Executive any material change in circumstances or other information of relevance;
18. monitoring the adequacy of resources committed to child protection and the staff and trustee training profile;
19. ensuring the organisation follows the correct procedure for managing professional differences where there is disagreement between West Sussex Music and other agencies in respect of action taken to keep a child safe. See [Protocol managing professional differences](#);
20. training the nominated Trustee for Child Protection annually in respect of safeguarding. Trustees will also consider what other bespoke training, for example Prevent, would enable them to fulfil their responsibilities.

West Sussex Safeguarding Children Partnership

From Tuesday 25 June 2019 the West Sussex Safeguarding Children Board was replaced by the West Sussex Safeguarding Children Partnership where three lead agencies; Health Partnership, Police and the Local Authority, will work together as joint and equal partners to shape bespoke arrangements for the needs of the children in West Sussex. As a Trustee Board, we are fully committed to working with the Partnership and will enable governors and our safeguarding lead to attend events and briefings on how the new partnership will support our children.

7. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD (DSL)

In West Sussex Music any individual can contact the designated safeguarding lead if they have concerns about a child.

The Designated Safeguarding Lead at West Sussex Music is:

James Underwood

01403 286330 / 07469 351444

james.underwood@westsussexmusic.co.uk

The Deputy Safeguarding Leads at West Sussex Music are:

Alison Sutton

01403 286330 / 07467 373865

alison.sutton@westsussexmusic.co.uk

Paul Smyth:

01403 286330 / 07467 373867

paul.smyth@westsussexmusic.co.uk

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The designated safeguarding lead will:

- assist the Board of Trustees in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002;
- attend initial training for their role and refresh this every two years;
- keep their knowledge and skills updated at least annually;
- ensure that all staff know who the designated safeguarding lead is, their role and how to make contact;
- ensure that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the designated safeguarding lead. In addition, the designated safeguarding lead should ensure that all staff read and understand Part 1 of Keeping Children Safe in Education 2026 and have a record of when this was done;
- pay particular attention to training staff and volunteers who have been unable to attend whole-school safeguarding training days;

- ensure that new staff participate in safeguarding training as part of their induction and that all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children;
- be the lead for the organisation when engaging the 'managing professional difference' protocol when there is disagreement between West Sussex Music and other agencies in respect of action taken to keep a child safe. (See [Protocol managing professional differences](#))

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the IFD or other Local Authority Children's Social Care services as appropriate. Where a referral is made that notes are completed that same day;
- support staff who make referrals to IFD or local authority Children's Social Care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police, either directly or via the IFD as required;
- ensure all child protection files are kept separately and securely from other records and accessible only by staff who need to access them for safeguarding purposes;
- liaise with the Chief Executive to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the case manager and where required the LADO, in all cases involving allegations against members of staff (both current and former members of staff);
- liaise with staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.

Training

As well as training all members of staff as above, the Designated Safeguarding Lead (DSL) and deputies should undergo training to provide them with the skills required to carry out the role. This training should be updated at least every two years.

The DSL and deputies should undertake Prevent Awareness training and ensure the rest of the staff also do this on at least an annual basis as part of the wider continuous safeguarding training process in operation.

Designated Safeguarding Lead – continual professional development

The DSL should be afforded time to allow them to keep up to date with any developments relevant to their role, including:

- ensuring each member of staff has access to and understands the West Sussex Music child protection policy and procedures, especially new and part-time staff;
- being alert to the specific needs of children in need, those with special educational needs and young carers;
- keeping detailed, accurate, secure written records of concerns and referrals separately from the main pupil file and use these records to assess the likelihood of risk. The written records should clearly identify details of the concerns and what action was taken. If these are stored electronically ensure that they are differently password protected from the child's other files and accessible only by the Chief Executive/DSL;
- supporting the organisation with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtaining access to resources and attend any relevant or refresher training courses;
- encouraging a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures West Sussex Music may put in place to protect them;
- acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- ensuring the organisation's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with the Board of Trustees regarding this;
- being responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare;
- liaising with relevant lead teachers to ensure safeguarding is considered within all aspects of the curriculum.

8. CHILD PROTECTION PROCEDURES

If a child is in immediate danger the police must be called by dialling 999.

If a member of staff has concerns about a child

- the school's designated safeguarding lead (DSL) **and** the West Sussex Music DSL must be informed immediately. If there is a safeguarding concern at a Music Centre or other off-site activity, the West Sussex Music DSL must be informed immediately;
- the designated safeguarding lead will decide whether the concerns should be referred to the the Integrated Front Door (IFD). If there are grounds for actual or suspected

significant harm then a referral will be made to the IFD using the relevant [online form](#). If the designated safeguarding lead is unsure about whether a referral is required they should contact the IFD by telephone for advice on 01403 229900, or out of hours on 0330 222 6664;

- if it is decided to make a referral to the IFD this will usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the IFD is able to provide advice on this);
- the member of staff will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations. Do not add comments or opinion, although observations about a child's demeanour or emotional state may be recorded;
- the IFD team will require a follow up of any phone call in writing from the referrer. The designated safeguarding lead will ensure that any written referrals are made using the relevant online forms;
- the child protection records must reflect who was spoken to at IFD, with the time and date of that contact. The child protection records must also clearly record any advice given and what steps West Sussex Music have taken;
- particular attention will be paid to the attendance and development of any child for who West Sussex Music has concerns, or who has been or is the subject of a Child Protection Plan.

If a member of staff has concerns about another staff member

- This applies to any member of staff/trustee/volunteer with whom the staff member has contact in their personal, professional or community life.
- An allegation is any information which indicates that a member of staff/volunteer may have:
 - i. behaved in a way that has, or may have harmed a child
 - ii. possibly committed a criminal offence against/related to a child
 - iii. behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- If staff have concerns about another staff member, then this should be referred to the Chief Executive. If the allegation is against the Chief Executive, then the referral should be made to the Chair of the West Sussex Music Board of Trustees. If for any reason this causes a delay, then the local authority designated officer (LADO) should be approached directly.
- The person to whom an allegation against another member of staff is first reported, should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Allegations against member of staff - Actions to be taken

- Make an immediate written record of the allegation using the informant's words including: time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
- This record must be signed, dated and immediately passed on to the Chief Executive of West Sussex Music.
- The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The Chief Executive or Chair of the West Sussex Music Board of Trustees will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO.
- If there are concerns that a child is at risk, the matter must be immediately reported to IFD.
- Any records generated in the course of such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation / review purposes.
- Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, found here, must be followed on each occasion. If there is any doubt, then advice must be taken from the LADO.

Whistleblowing/ Confidential reporting

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the CEO, Designated Trustee or with the LADO.

We will ensure staff are aware of, and know how, to access West Sussex Confidential Reporting Policy, [accessed here](#) and that further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285 or visiting the [Whistleblowing advice line | NSPCC](#)

9. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Special Considerations

We are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise:

- that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration and should not be assumed;
- that they are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

SEND Support

To address these additional challenges, West Sussex Music will consider extra pastoral support for children with special educational needs and disabilities.

10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

West Sussex Music has an important role to play in supporting the mental health and wellbeing of our pupils.

We recognise mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

We are aware of recent government publications:

- Preventing and tackling bullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> and
- Promoting children and young people's emotional health and wellbeing
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

11. THE USE OF REASONABLE FORCE

1. Keeping Children Safe in Education 2026 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
2. Keeping Children Safe in Education 2026 encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.
3. Please refer to KCSIE 2026 and guidance offered
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

12. ONLINE SAFETY

West Sussex Music recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. It also empowers children and young people to make informed choices and keep themselves safe online.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

West Sussex Music will follow the guidance contained within the document Teaching On-Line Safety in Schools, July 2023:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

Mobile devices

West Sussex Music recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and, in the future, 5G, in particular and West Sussex Music will carefully consider how this is managed on our premises and issue specific guidance for pupils and staff in respect of this.

Staff Training

West Sussex Music recognises the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online. With that in mind, online safety training for staff will be integrated, aligned and considered as part of our overarching safeguarding approach. It will also be considered within our teaching and learning policy and practice.

13. WHEN TO BE CONCERNED A CHILD IS AT RISK

Overview

West Sussex Music recognises that all children and young people are vulnerable to abuse, neglect and exploitation. We are determined that all staff and volunteers will be aware of the main categories of abuse and the signs and symptoms so they can respond quickly and effectively by informing the Designated Safeguarding Lead where there are concerns.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse;
- unexplainable and/or persistent absences from education;
- serious violence, criminal exploitation (including that linked to county lines), radicalisation, and
- consensual and non-consensual making or sharing of nudes or semi nudes

Abuse, neglect and exploitation

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical Abuse:

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

Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and policy and procedures for dealing with it.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

For further information on recognising signs of abuse and neglect, see Annex A

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

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

We recognise changes in behaviour can indicate signs of abuse or exploitation and we will, as a school, always hear the voice of the child and establish what underlying causes there are for changes in or continued poor behaviour.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- unexplainable and/or persistent absences from education

Children who have been exploited will need additional support to help maintain them in education.

If we have any concerns a child is being exploited we will take advice from IFD and complete the complex safeguarding child exploitation assessment form found <https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation>

Child Criminal Exploitation (CCE):

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

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

Child sexual exploitation (CSE):

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

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

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

County Lines

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

All our staff will recognise that:

1. children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes;
2. children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
3. a number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that maybe present where a child is criminally exploited through involvement in county lines are children who:
 - go missing and are subsequently found in areas away from their home;
 - have been the victim or perpetrator of serious violence (e.g., knife crime);
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
 - are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
 - owe a 'debt bond' to their exploiters;
 - have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

If we are concerned that a child or young person is being exploited or being drawn into exploitation through county lines we will follow the guidance above.

Fabricated or induced illness (FII)

Professionals may be concerned at the possibility of a child suffering [significant harm](#) as a result of having illness fabricated or induced by their carer. Possible concerns are:

- discrepancies between reported and observed medical conditions, such as the incidence of fits;
- attendance at various hospitals, in different geographical areas;
- development of feeding/eating disorders, as a result of unpleasant feeding interactions;
- the child developing abnormal attitudes to their own health;
- non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- speech, language or motor developmental delays;
- dislike of close physical contact;
- attachment disorders;
- low self esteem;
- poor quality or no relationships with peers because social interactions are restricted;
- poor attendance at school and under-achievement.

These cases are very complex and for a case to be considered as FFI is after careful and detailed review by a consultant paediatrician. Please see Pan-Sussex Child Protection Procedures for further information

<https://sussexchildprotection.procedures.org.uk/tkypss/children-in-specific-circumstances/fabricated-or-induced-illness-fii-and-perplexing-presentations-including-fii-by-carers>

Where any school or college has concerns in this area, they must speak with their school nurse in the first instance.

Child-on-child abuse (including harassment and violence)

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

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead (or a deputy). As part of this, staff should also try to be alert to when children might be at highest risk (for example immediately after sessions at music centre).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

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

Physical abuse:

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional abuse:

- Blackmail or extortion
- Threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
- Isolating an individual from social activities
- Exploiting any situation which may compel another student to do or not do something against their wishes, for example, sexting

Sexual abuse:

- Indecent exposure, any form of sexual assault, or encouraging others to engage in such activity
- Forcing others to watch pornography or taking part in 'sexting'

Sexual Exploitation:

- Encouraging other children to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts

Cybercrime

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), we will consider a referral to IFD.

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety. Additional advice can be found at:

[Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK. Domestic Abuse](#)

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

West Sussex Music recognises the definition of domestic abuse to be any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- coercive and controlling behaviour;
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Any concerns regarding domestic abuse will be considered by the designated safeguarding lead or deputy and advice and guidance obtained from IFD.

Homelessness

West Sussex Music recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a

family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets found [here](#) outline the new duties which shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation available [here](#)

Modern Slavery and the National Referral Mechanism

We recognise modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

We recognise that modern slavery affects all members of society and could be happening in our community.

Where we have any concerns modern slavery is happening we will contact the police and / or IFD.

We recognise we can obtain further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

<https://www.gov.uk/government/collections/modern-slavery>

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others, considering wider information or concerns, and take appropriate action.

Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Staff should also try to be alert to when children might be at highest risk (for example, immediately after a music centre session).

We understand that such cases are often difficult to identify. As an organisation we will do all we can to hear the voice of the child, enabling all our children to share concerns, worries or feel enabled to ask for help.

Where we are concerned that a child may be involved in serious violence or at risk of exploitation we will complete the child exploitation risk assessment found <https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation>

If there are any concerns a child is at risk of serious violence, we will contact IFD for advice.

If we are concerned that the child is at risk of imminent serious violence, we will call the police on 999.

Honour Based Violence – including Female Genital Mutilation and Forced Marriage

‘Honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be managed and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

For schools and colleges who may use children and / or other family members to translate information to parents and carers – THIS MUST NOT BE DONE IF THERE ARE CONCERNS ABOUT so called honour-based violence.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy) who will in turn contact the IFD.

Female Genital Mutilation

West Sussex Music has a legal obligation to report acts of Female Genital Mutilation.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

From 31st October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.

The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.

Guidance can be obtained here:

- i. [Home Office: Mandatory Reporting of FGM – procedure information](#)
- ii. [FGM Mandatory Reporting Fact Sheet](#)
- iii. [FGM Reporting Flowchart for under 18s](#)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We recognise that we can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Statutory Guidance Multi-agency Force Marriage Guidance](#) pages 32-35 of which focus on the role of schools and colleges.

School and college staff who have concerns about a forced marriage should contact the DSL or deputy DSL who should contact IFD for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email fmu@fco.gov.uk

Preventing Radicalisation

As part of our **safeguarding** training West Sussex Music will train all staff at least annually in respect of preventing radicalisation.

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

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Prevent Duty

The WSM designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and that schools/colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), 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.

The PREVENT Duty will be seen as part of West Sussex Music's wider safeguarding obligations.

Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57-76, which are specifically concerned with schools and childcare.

The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

We recognise that further information can be obtained from [The Prevent duty Departmental advice for schools and childcare providers](#) and Home Office [Statutory guidance: Prevent duty guidance](#).

Channel Programme

West Sussex Music recognises 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 the school or college 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.

Our designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.

Further information is available here:

- [Prevent and Channel Duty – A Toolkit for Schools](#)
- [Channel Guidance](#)
- [Making a Channel Referral in West Sussex](#)
- [Prevent Channel Referral Form](#)

Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website, accessed <https://schools.westsussex.gov.uk/Services/3601>

Contextual Safeguarding Networks

Recent developments in developing a contextual safeguarding network can significantly increase the support to young people at risk of exploitation. This network looks at different aspects of potential abuse which is committed outside the home.

More information can be found in the Pan-Sussex Child Protection and Safeguarding Procedures <https://sussexchildprotection.procedures.org.uk/kyqxo/children-in-specific-circumstances/exploitation>

Further advice and guidance can be found by visiting https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding

Children with family members in prison

Staff are aware of the additional challenges faced by children who have a parent/carer sent to prison. We recognise that this could well be an adverse childhood experience and we also recognise such children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. We will work in accordance with that guidance, found [here](#), in supporting children who have a parent or carer in prison.

Other aspects of risk – Bullying / Emotional Health & Well-being

In addition to the above, additional information is provided on bullying, including cyberbullying. National guidance on anti-bullying can be found [here](#). In addition, support for victims of significant bullying can be provided by the local Early Help hub and by visiting [Your Space](#).

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

We are familiar with the guidance and information contained with part 5 KCSiE 2026 and also DfE guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.

At West Sussex Music we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under a school's behaviour policy or anti-bullying policy in the first instance.

However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.

All staff should recognise that children are capable of abusing their peers. All our staff should be clear about West Sussex Music policy and procedures with regard to child-on-child abuse.

We will ensure that our policy will include procedures to minimise the risk of child-on-child abuse.

We recognise and will ensure that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

We understand that schools, colleges and organisations not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will ensure we have a positive culture of challenge and reporting at West Sussex Music.

We recognise that children may not find it easy to tell staff about their abuse verbally. We understand children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per this policy, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

As always when concerned about the welfare of a child, all our staff will act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as

this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

West Sussex Music recognises that sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

All staff will recognise the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- recognition of the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys’ perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

All staff will be aware of:

- the different forms peer on peer abuse can take, such as: bullying (including cyberbullying);
- sexual violence and sexual harassment. (Which is covered in much more detail below);
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) also covered below;
- the act of causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;

- initiation/hazing type violence and rituals.

Preventing Child on Child Abuse

West Sussex Music will:

- have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- have clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported;
- provide a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Sexual violence – rape & sexual assault, including by penetration.

We recognise it is important that our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act.

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and have the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: Non-consensual sharing of sexual images and videos, Sexualised online bullying, Unwanted sexual comments and messages, including, on social media, Sexual exploitation, coercion and threats.

Upskirting

West Sussex Music recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.

Upskirting typically involves taking a picture up or under a person’s clothing without them knowing. The picture is taken with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.

We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from IFD on how to progress any allegation of upskirting.

Sharing nudes and semi-nude images

We recognise the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance *Sharing nudes and semi nudes: advice for education settings working with children and young people*

This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.

Aggravated can be sub-categorised into the following areas:

- An adult is involved
- Youth only and there is an intent to harm – for example used to threaten or exploit, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.

Experimental can be sub-categorised into:

- Where images have been shared within a romantic context

- Where young people share images of themselves with others for sexual attention

We will have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.

Where there are no clear aggravating factors settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate

14. DEALING WITH A DISCLOSURE

We are determined that West Sussex Music will be a safe place where children feel able to talk to a trusted adult if they are concerned.

We are also determined that all staff, including volunteers, will know how to respond appropriately should a child disclose to them.

If a child discloses, follow these guiding principles, the Three R's

Recognise

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I am listening to you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later court proceedings
- Do not ask the child why something has happened
- Do not criticise the alleged perpetrator; the pupil may care about them, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and to whom you need to talk. Reassure the pupil that it will be a senior member of staff in confidence.

Report

- Share concerns with the DSL as soon as possible
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services social care department directly.
- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

Support for staff

It is recognised that staff who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. West Sussex Music will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate. It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened after the report being made. If they do not receive this information, they should be proactive in seeking it out.

If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures should be followed.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed the procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

15. RECORD KEEPING

Child Protection Files

1. Records kept for child protection purposes must be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and / or monitoring purposes.
2. Each child should have a separate record.
3. Each record must be accurate, legible and entries made as soon as practicable after a concern is raised.
4. Where computer systems are used, staff must still have access to paper forms so immediate conversations with a child / body map drawings etc. can be made contemporaneously.
5. Any paper records generated at 4 above must be retained within the file, even where they have been scanned to a computer record.
6. Where there is more than one sibling, each sibling should have their own record, cross-referenced where necessary to their siblings.
7. Each file should have a chronology to enable assessment, provide an overview and enable fast time assessment of previous activity.
8. Each file should have an up to date contact number for other key professionals.

Allegations Against Staff Records

Any records generated in respect of an allegation must be kept securely, accessed only by those who require doing so for legitimate investigation / safeguarding / review purposes.

Any records must be kept separate from any other personal file relating to that staff member.

16. MANAGING PROFESSIONAL DIFFERENCES AND CONCERNS

This is a vital tool in keeping children safe.

On occasions there may be differences of opinion between professionals in response to a specific safeguarding matter.

Professional Differences and Concerns Protocol

In such circumstances the Designated Safeguarding Lead will assess the impact of such a decision on the child(ren) and where concerns remain, the Designated Safeguarding Lead will engage the Managing Professional Difference protocol which can be found on the West Sussex Safeguarding Children Website, accessed [here](#).

17. HEALTH AND SAFETY

Our Health & Safety policy, set out in the Staff Handbook, reflects the consideration we give to the protection of our children both physically, and for example in relation to internet use, and when on off-site visits.

18. SAFE CODE OF CONDUCT

West Sussex Music expects all staff to adhere to safe conduct. Safe conduct includes valuing and respecting children as individuals.

Your attention is drawn to the position of trust you hold in working with children and the power and influence you hold. West Sussex Music expects this responsibility to be at the forefront of the minds of all staff to ensure that these positions of trust are never abused.

Wherever possible ensure that there is more than one adult present during activities with children and avoid spending time with young people unobserved.

Where this is not possible:

- ensure that you can be seen, heard and easily located by others. If working after school hours ensure others know of your whereabouts;
- avoid physical contact with children - West Sussex Music has a “no touching” policy;
- in a situation where there is a risk of physical harm to a child and your intervention is essential, take an approach that ensures the minimum amount of contact;
- if you are a qualified first-aider treating a child for an injury, do not continue with any additional contact when it is no longer necessary;
- if a child makes accidental or unsolicited physical contact with you, your response is very important and must be designed to minimise contact without causing a feeling of rejection;
- in the event of an accident, ensure that the incident is reported immediately to the school in which you are teaching and a written account sent to the Designated Member of Staff for Child Protection the same day;
- keep a professional distance from children, both physically and verbally;
- staff should watch out for each other, eg. Are colleagues being drawn into situations that could be misinterpreted?
- do not have, or be perceived to have, favourites;
- treat children with respect. Do not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted;
- do not contact children by phone, email, letter or via social media;
- do not give lifts to children;
- do not take children to your home;
- do not arrange meetings with children outside work duties;
- do not develop social relationships with children; maintain a professional distance;

- do not accept any money or gifts from children, other than modest end of term tokens of appreciation given by the pupil's family;
- do not give or lend money or gifts to children. Where there is no other alternative than to give the child money, eg. to cover travel costs such as train fare, ensure that other staff members are aware of this and make a written record of conversations leading to this decision. Share this with the relevant West Sussex Music manager immediately;
- do wear West Sussex Music identification badges.

West Sussex Music expects that all staff will be aware of this code of safe conduct and adhere to its principles of good practice in their approach to all children.

Annex A – Further information: recognising abuse and neglect

Recognising 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.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g., belt marks, handprints or a hairbrush
- Linear bruising at any site particularly on the buttocks, back or face
- Bruising or tears around or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin) commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent;
- there are associated old fractures;
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e., from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby

or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer but it may be self-harm even in young children.

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g., circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding their feet.
- A child getting into too hot water of their own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / behavioural presentation:

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury.

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Recognising 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 participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away

- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g., overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g., prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may, or may not, be associated with this form of abuse.

Indicators of in the family/environment

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Recognising Sexual Abuse

Indicators in the child

Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas

- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional/behavioural presentation:

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g., thumb sucking
- Draws sexually explicit pictures
- Depression.

Indicators in the parents

- Comments made by the parent/carer about the child
- Lack of sexual boundaries

- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender.

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, or a culture of physical chastisement
- Family member is a sex offender.

Recognising 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 of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- ensure access to appropriate medical care or treatment.

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

Indicators in the child

Physical presentation:

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g., severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged / untreated health/medical conditions including poor dental health
- Frequent accidents or injuries.

Development:

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization.

Emotional/behavioural presentation:

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour.

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation

- Abnormal attachment to the child e.g., anxious
- Low self- esteem and lack of confidence
- Failure to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g., poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may or may not be associated with this form of abuse.

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment, risk from animals
- Poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn.