

CHILD PROTECTION POLICY: Music Masters (updated February 2024)

Section 1: Child Protection Policy

1.1 Introduction

Everyone who participates in Music Masters events or projects is entitled to do so in an enjoyable and safe environment. Music Masters has a moral and legal obligation to ensure that, when given responsibility for young people, teachers and volunteers, it provides them with the highest possible standard of care.

Music Masters is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. This means following procedures to protect children and report any concerns about their welfare to appropriate authorities.

A child/young person is defined as a person under the age of 18 (Children's Act 1989)

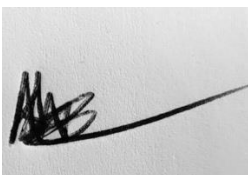
Music Masters operates under Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2023). All members of staff are expected to read - Part one: Safeguarding information for all staff and to adhere to this guidance, alongside Music Masters' Safeguarding and Child Protection Policy .

Music Masters' Designated Safeguarding Lead (DSL) is Ashley Roye, Schools Programme Manager. The Deputy Designated Safeguarding Lead (DDSL) is Daf Evans, Head of Schools and Creative Programmes.

This policy has been reviewed by the DSL, DDSL and Music Masters CEO Roz DeVile

This policy was last reviewed and agreed upon February 2024. It is due for review in September 2024.

DSL Signature:

A handwritten signature in black ink, appearing to be "ARoye", written on a light-colored background.

Ashley Roye (Schools Programme Manager/Designated Safeguarding Lead)

1.2 Policy Statement

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Music Masters.

The aims of the policy are as follows:

- To provide protection for the children who receive Music Masters' services



- To allow staff and volunteers to make informed and confident responses to specific child protection issues and to provide guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

Music Masters recognises the following:

- the welfare of the child is paramount
- all children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity have the right to equal protection from all types of harm and abuse and should be able to participate in music/arts activities in a fun and safe environment
- working in partnership with children, their parents, carers, schools and other agencies is essential in promoting children's welfare

Music Masters is committed to ensuring that:

- all reasonable steps will be taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings
- all suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately
- all staff and volunteers who work with children will be recruited with regard to their suitability for that responsibility, and will be provided with guidance via our handbook and training sessions and/or specific training in good practice and child protection procedures

The implementation of procedures will be monitored and reviewed annually. Staff and volunteers should regularly report progress, challenges, difficulties, achievements gaps and areas where changes are required to the DSL.

This policy will be reviewed every year or whenever there is a major change in the organisation or in relevant legislation.

Section 2: Responding to Suspicions and Allegations

2.1 Introduction

It is not the responsibility of anyone working for Music Masters in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a responsibility to act on any concerns through contact with the appropriate authorities so that they can then make inquiries and take necessary action to protect the young person. This applies **BOTH** to allegations/suspicions of abuse occurring within Music Masters and to allegations/suspicions that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions.

2.2 Reporting Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it through signs detailed in our training or in Appendix 2 of this policy, or it may be reported to us by someone else or directly by the young person affected. In the last of these cases, it is particularly important to respond accordingly. If a young person says or indicates that they are being abused, you should:

- **stay calm** so as not to frighten the young person
- **reassure** the child that they are not to blame and that it was right to tell
- **listen** to the child, showing that you are taking them seriously
- **keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify
- **inform** the child that you have to inform other people about what they have told you. This is paramount. Tell the child this is to help stop the abuse continuing. You should never promise a child that you will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child
- safety of the child is paramount. If the child needs urgent medical attention **call** an ambulance, **inform** the doctors of the concern and ensure they are made aware that this is a child protection issue
- **record** all information (see section 2.3 of this policy)

Any concerns about abuse **must** be recorded and reported to the DSL at the relevant school first – see Appendix 3 of this policy for contact details, followed by the Music Masters DSL.

However, if you are at an out of school event where no school staff are present, inform the Music Masters DSL first.

In all cases if you are unsure what to do you can call the NSPCC 24 hour helpline Tel No: [0808 800 5000](tel:0808 800 5000).

2.3 Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern by the person who has witnessed the incident, or to whom a disclosure has been made. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions. Reports should be made, where possible, on the relevant school's own reporting form and handed to the school's DSL. Information could include:

- the child's name
- age and date of birth (if known)
- the child's home address and telephone number (if known)
- if you are expressing your concern or that of someone else
- the nature of the allegation, including dates, times and any other relevant information
- a description of any visible bruising or injury, location, size etc. Also any indirect signs, such as behavioural changes
- details of witnesses to the incidents
- the child's account, if it can be given, of what has happened and how any bruising/injuries occurred
- if the parents have been contacted and if so, what was said
- if anyone else has been consulted
- if anyone has been alleged to be the abuser

It is important to note that a teacher or Music Masters staff member should never ask leading questions, but should remain compassionate yet neutral when listening to a disclosure. As such, it is not appropriate to ask for details such as date of birth or address; the DSL will have access to all necessary information.

2.4 Reporting the concern

All suspicions and allegations must be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

If you have a concern about a child, you should take immediate action as follows:

1. Report your concerns to the DSL at the relevant school and the Music Masters DSL.
2. The DSL at Music Masters (or DDSL) should always be available to report a concern to, but in the unlikely event that both are unavailable you should take responsibility and seek advice from the NSPCC helpline on 0800 800 5000, the duty officer at your local social services department (section 2.5) or – if you suspect the child is in immediate danger of harm – the police.
3. Use the information you recorded (section 2.3) when reporting your concern.
4. The DSL at Music Masters will consult with the relevant school or external party to decide on the course of action. The most common courses of action are:
 - A referral is not required, and the school takes relevant action according to its safeguarding policy.
 - A referral is made if concerns escalate. This would be to the relevant local social services department or the police (if appropriate).
 - If a referral is made, a decision should be made within one working day by a social worker about the type of response that is needed. The referrer will be informed of the outcome.

Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

Please remember – if there is any doubt, you must report the incident: it may be just one of a series of other incidents which together cause concern.

2.5 Concern that a child is suffering significant harm or is likely to do so

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referral contacts for Music Masters boroughs:



[Lambeth Council](#) 020 7926 5555

[Islington](#) Urgent child protection referrals should be made by phone call to 0207 527 7400

[Westminster Council](#) 020 7641 4000 (9am to 5pm weekdays) or 020 7641 6000 (outside of these hours).

If practitioners have concerns that a child may be a potential victim of modern slavery or human trafficking then a referral should be made to the [National Referral Mechanism¹](#) as soon as possible.

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome.

Practitioners should always follow up their concerns if they are not satisfied with the local authority children's social care response and should escalate their concerns if they remain dissatisfied.

2.6 Reporting a concern regarding an employee or volunteer

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the DSL at the relevant school, followed by the Music Masters DSL, who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This may include the following:

Music Masters will refer the matter to social services department.

The parent/carer of the child will be contacted as soon as possible following advice from the social services department.

Music Masters' Chair of Trustees and Chief Executive Officer will decide who will deal with any media inquiries and implement any immediate disciplinary proceedings

If a Music Masters tutor or someone from within the Music Masters office team is the subject of the suspicion/allegation the report must be made to the relevant school's DSL and the Music Masters DSL.

If someone from the Music Masters Senior Leadership Team is the subject of the suspicion/allegation the report must be made to the relevant school's DSL, followed by Music Masters' Chief Executive Officer.

If the Chief Executive Officer is the subject of the suspicion/allegation the report must be made to the Music Masters Chair of Trustees.

If the Music Masters DSL is the subject of the suspicion/allegation the report must be made to Music Masters' DDSL and Chair of Trustees.

Where there is a complaint against an employee or volunteer, there may be three types of investigation:

- **Criminal** - in which case the police are immediately involved
- **Child protection** in which case the social services (and possibly) the police will be involved
- **Disciplinary or misconduct** in which case Music Masters will be involved

Allegations of abuse are sometimes made sometime after the event. Where such allegation is made, you should follow the same procedures and have the matter reported to social services. This is because other children involved in arts activities or who live in the area may be at risk from the alleged abuser. Anyone who

¹ <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>



has a previous conviction for offences related to abuse against children is automatically excluded from working with children.

2.7 Concerns outside the immediate arts environment (e.g. a parent or carer)

Report your concerns to the DSL at the relevant school and the Music Masters DSL. If neither are available, the person being told or discovering the abuse should contact their local social services department or the police immediately. The school, social services and the welfare officer will decide how to inform the parents/carers.

Depending on the outcome of the initial investigation (e.g. if it is escalated beyond enquiries made by the school DSL and Music Masters DSL) the Music Masters DSL should also report the incident to Music Masters' Chair of Trustees and Chief Executive Officer who will then inform the Board. The Board should ascertain whether the person/s involved in the incident play a role in the organisation and act accordingly.

2.8 Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned, although confidentiality cannot be promised. Information should be handled and disseminated on a need to know basis only. This includes the following people:

Music Masters DSL & DDSL
The parents of the child
The person making the allegation
Social Services/police
The alleged abuser (and parents if the alleged abuser is a child)

Seek social services advice on who should approach the alleged abuser.

All information should be stored in a secure place with limited access to designated people, in line with data protection laws.

2.9 Internal Inquiries and Suspension

Music Masters' DSL will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

Irrespective of the findings of the relevant school, social services or police inquiries the Music Masters Board will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision, especially where there is insufficient evidence to uphold any action by the police. In such cases the Music Masters Board must reach a decision based upon the available information which could suggest that on the balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

In the instance where an allegation against a Music Masters staff member or a consultant hired by Music Masters is corroborated at the conclusion of an investigation Music Masters will refer the person to the barring service. This is a legal duty as a regulated activity provider: <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#who-can-make-a-referral>

Section 3: Recruiting and Selecting Personnel to Work with Children

3.1 Introduction

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting.

3.2 Controlling Access to Children

All staff and volunteers should complete an application form. The application form will elicit information about the applicant's past and a self disclosure about any criminal record.

Consent should be obtained from the applicant to seek information from the Disclosure and Barring Service, if they have not had an enhanced DBS check within two years of starting employment. Ashley Roye is responsible for teacher DBS checks at Music Masters and Shin Ratna is responsible for office staff and trustee DBS checks at Music Masters. Anyone undertaking a DBS check is strongly encouraged to sign up to the DBS update service.

Two confidential references, including one regarding previous work with children should be obtained. These references **MUST** be taken up and confirmed through telephone contact or email.

Evidence of identity must be provided (passport or driving licence with photo).

3.3 Interview and Induction

All staff and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations. All staff and volunteers should receive formal or informal induction during which:

- A check will be made that the application form has been completed in full, including sections on criminal records and self disclosures
- The job requirements and responsibilities will be clarified
- Child Protection Procedures are explained and training needs identified e.g. basic child protection awareness

At least one person conducting an interview on behalf of Music Masters will have received Safer Recruitment Training.

3.3.1 DBS Enhanced Disclosures

Where DBS enhanced disclosures reveal minor infractions of the law - not relating to child safety or revealing behaviour which could potentially cause concern to parents, schools or other members of staff - the details will be shared with senior management of the school and the decision will rest with them as to whether or not they are willing to continue to have that member of staff work within their school environment. The Enhanced criminal records check includes information held on the two Independent Safeguarding Authority (ISA) barred lists. In accordance with the law Music Masters will not employ someone for a paid or voluntary position if they are on the barred list.

3.4 Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against what is deemed good practice, and to ensure their practice is likely to protect them from false allegations
- Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse
- Respond to concerns expressed by a child
- Work safely and effectively with children

Music Masters requires:

- All staff and volunteers who have access to children to undergo a DBS check. Staff are required to sign up for the Update Service and a renewal/review is conducted every two years or earlier if staff member receives an internal promotion.
- All staff and volunteers to undertake on an annual basis relevant child protection training or undertake a form of home study, to ensure their practice is exemplary and to facilitate the development of positive culture towards good practice and child protection
- All staff and volunteers to receive advisory information outlining good/bad practice and informing them what to do if they have concerns about the behaviour of an adult towards a young person.

APPENDIX 1 – Promoting Good Practice

Introduction

To provide children with the best possible experience and opportunities in music everyone must operate within an accepted ethical framework such as The Music Education Code of Practice for Music Practitioners (developed by and through the profession by MusicLeader and Sound Sense).

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of staff, volunteers or participants in Music Masters to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 4.

This section will help you identify what is meant by good practice and poor practice.

Good Practice

All personnel should adhere to the following principles and action:

- always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- make the experience of music fun and enjoyable: promote unilateral support and encouragement, confront and deal with bullying
- treat all young people equally and with respect and dignity
- always put the welfare of the young person first, before performance goals
- maintain a safe and appropriate distance with the young people. It is not appropriate for staff or volunteers to have an intimate relationship with a child.
- avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given
- involve parents/guardians wherever possible.
- request written parental consent if Music Masters staff are required to transport young people in their cars
- gain written parental consent for any significant travel arrangements e.g. overnight stays
- ensure that at away events adults should not enter a young person's room or invite young people to their rooms
- be an excellent role model, this includes not smoking or drinking alcohol in the company of young people



- always give enthusiastic and constructive feedback rather than negative criticism
- recognising the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for performance aims or personal achievements. This means avoiding excessive rehearsing or performance schedules and not pushing them against their will
- secure written parental consent for Music Masters to act in loco parentis, to give permission for the administration of emergency first aid or other medical treatment if the need arises
- keep a written record of any injury that occurs, along with details of any treatment given

Poor Practice

The following are regarded as poor practice and should be avoided by all personnel:

- unnecessarily spending excessive amounts of time alone with young people away from others
- taking young people alone in a car on journeys, however short
- taking young people to your home where they will be alone with you
- sharing a room with a young person
- engaging in rough, physical or sexually provocative games, including horseplay
- allow or engage in inappropriate touching of any form
- allowing young people to use inappropriate language unchallenged
- making sexually suggestive comments to a young person, even in fun
- reducing a young person to tears as a form of control
- allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon
- doing things of a personal nature that the young person can do for themselves

When a case arises where it is impractical/impossible to avoid certain situation e.g. transporting a young person in your car, the tasks should only be carried out with the full understanding and consent of the parent/carer and the young person involved.

If during your care you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as soon as possible to another colleague, make a written note of it and inform the Designated Safeguarding Lead (DSL). Parents should also be informed of the incident.

APPENDIX 2 – Defining and recognising child abuse

Introduction

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability. An abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly, or may be responsible for abuse because they fail to prevent another person harming the young person.

Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood.

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

All staff should be prepared to identify children who may benefit from **early help**. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Key types of Abuse

Physical Abuse: where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

This category of abuse can also include when a parent/carer reports non-existent symptoms or illness deliberately causes ill health in a young person they are looking after. This is called Munchausen syndrome by proxy.

In the arts, physical abuse may occur when the nature and intensity of training (vocal or instrumental) disregard the capacity of the child's immature and growing body or when adequate protection for ears is not taken in a rehearsal or concert situation.

Emotional Abuse: the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn.

Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Emotional abuse in the arts may occur when the young person is constantly criticised, given negative feedback, or expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying (including cyberbullying).

Bullying may come from another young person or an adult. Bullying is defined as deliberate hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are four main types of bullying:

physical (e.g. hitting, kicking, slapping)

verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages)

emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group)

sexual (e.g. unwanted physical contact or abusive comments)

In the arts bullying may arise when a parent or practitioner pushes the young person too hard to succeed, or another musician or coach uses bullying behaviour.

Neglect occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment.

Refusal to give love, affection and attention can also be a form of neglect.

Sexual Abuse occurs when adults use children to meet their own sexual needs. It involves encouraging or forcing a child or young person to take part in activities of a sexual nature, whether knowingly or unknowingly. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Sexual abuse is not limited to contact activities; for example, showing young people pornography,



encouraging children to behave in a sexually inappropriate manner, or talking to them in a sexually explicit manner are also forms of sexual abuse.

Sexual abuse can take place online, and technology can be used to arrange offline abuse.

Despite the perception that adult males are often the perpetrators of sexual abuse, women can also commit acts of sexual abuse, and other children can, too.

A note on peer-on-peer abuse – all staff should understand that peer-on-peer abuse is most likely to include (but may not be limited to) the following:

- Bullying (including cyberbullying);
- Physical abuse
- Sexual violence and harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation / hazing type violence and rituals

Extremism and Radicalisation

Just like protecting children from other forms of abuse, it is important to be aware of the risks of children being vulnerable to extremism and radicalisation.

As defined in the Government's Counter Extremism Strategy, "Extremism is the vocal or active opposition to our fundamental values, including 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."

As defined in the Revised Prevent Duty Guidance for England and Wales, "Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

It's difficult to identify whether a child may be vulnerable to an extremist ideology, and the process of radicalisation might occur in a number of different ways, for example through the internet or social media, or through family or friends. Any changes of behaviour should be reported in the same way as other concerns around abuse or harm.

Female Genital Mutilation (FGM)

FGM is a form of child abuse, and also can be very dangerous, with absolutely no health benefit. The procedure – which involves the deliberate partial or total removal of external female genitalia for no medical purpose – is carried out for a number of reasons which are usually cultural or religious and therefore a child who has faced or faces FGM may not know it is wrong.

Whilst all staff should speak to the DSL or Deputy DSL with regard to any FGM concerns, there is a specific legal duty on teachers² in England to report any concerns directly to the police on 999. Call the FGM helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk

² *Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which an explanation seems inconsistent
- the young person describes what appears to be an abusive act involving them
- another young person or adult expresses concern about the welfare of a young person
- unexplained changes in a young person's behavior e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- appearing with unexplained gifts or new possessions
- distrust of adults, particularly those whom a close relationship would normally be expected
- difficulty in making friends
- being prevented from socialising with others
- displaying variations in eating patterns including over eating or loss of appetite
- losing weight for no apparent reason
- becoming increasingly dirty or unkempt

Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions
- an unexplained drop off in performance
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes
- a shortage of money or frequent loss of possessions

Signs that a child may be vulnerable to FGM:



- Child is distracted, anxious and withdrawn.
- Family or child tells you that there will be a special ceremony or occasion taking place – quite often in school holidays. Particular warning terms include ‘cutter’ (someone who may be performing the FGM) or ‘becoming a woman’.
- Family comes from a community where FGM is practised.

Signs that FGM may have already happened:

- Child has difficulty walking, standing or sitting
- Child spends longer than normal in the toilet.
- Child has had a long, unexpected absence from school and parents / carers request that they are excused from physical activity upon return.
- Child acts differently after a holiday overseas or period of absence.

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. Departmental advice [What do to if you are worried a child is being abused – Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. It is **NOT** the responsibility of those working for Music Masters to decide that child abuse is occurring. It **IS** their responsibility to act on any concerns.

Appendix 3 – Key Schools Contacts (as of September 2023)

Ashmole Primary School – 020 7735 2419

DSL: Cordelia Cooper, Head ccooper@ashmoleprimaryschool.org.uk

Jubilee Primary School – 020 8678 6530

DSL: Alia Zakir, Inclusion Manager azakir@jubilee.lambeth.sch.uk

DSL: Tom Prestwich, Head tprestwich@jubilee.lambeth.sch.uk

Deputy DSL: Sam Esty, Deputy Head sesty@jubilee.lambeth.sch.uk

Deputy DSL: Alistair Crockett, Assistant Head acrockett@lambeth.sch.uk

Jessop Primary School – 020 7274 2333

DSL: Antonia Jenkins-Yusuf, ajenkins@jessop.lambeth.sch.uk

Deputy DSL: Stephanie Serbis, sserbis@jessop.lambeth.sch.uk

Prior Weston Primary School – 020 7786 4800

DSL: Bernadette Frain-Atallah, Children's Centre Lead and Safeguarding Lead

bernadette.frainatallah@priorweston.islington.sch.uk

Deputy DSL and Designated Manager for Staff Concerns: Fiona MacCorquodale, Head Teacher

fiona.maccorquodale@priorweston.islington.sch.uk

Deputy DSL: Simone De Juan, Assistant Head for Inclusion simone.dejuan@priorweston.islington.sch.uk

Deputy DSL: Beverley Newman, Deputy Head beverley.newman@priorweston.islington.sch.uk

St Barnabas Primary School – 020 7641 4232

DSL: Lauren Castle Head teacher lcastle@stbarnabasprimary.org.uk