



Education & Bass



Education & Bass / Music Technology Club

Safeguarding & Child Protection Policy

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1. Introduction

Safeguarding and Child Protection Policy

Safeguarding children and child protection applies to all children up to the age of 18.

We recognise that *Keeping Children Safe in Education 2023* applies to post-16 education as set out in the **Education & Training (Welfare of Children) Act 2021**.

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

- Protecting children from abuse and maltreatment.
- Preventing harm to children's health or development.
- 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, or likely to suffer, significant harm. This includes child protection procedures detailing how to respond to concerns about a child.

Organisational Commitment to Safeguarding

1. Children's Rights and Welfare

- Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- We ensure that all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have the right to equal protection from harm or abuse.

2. Legal and Policy Framework

- This policy is underpinned by the **Children Act 1989 and 2004**, the **Education Act 2002**, the **Equality Act 2010**, the **Human Rights Act 1998**, and relevant statutory guidance, including *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2024*.
- Online safeguarding practices are aligned with the **Children's Code (Age-Appropriate Design Code)** and **GDPR**.

3. Collaborative Approach

- We actively work with statutory safeguarding partners, including local authorities to ensure robust safeguarding measures.

4. Focus on Vulnerable Groups

- We recognise that some children, including those with **special educational needs or disabilities (SEND)**, those at risk of exploitation, or those experiencing mental health challenges, may face additional safeguarding risks. Our approach ensures appropriate support and protection for all.

5. Inclusive and Respectful Practices

- Our safeguarding practices respect cultural, religious, and personal beliefs while maintaining our commitment to every child's welfare and safety.

Purpose of This Policy

The purpose of this policy is to:

- Inform staff, parents, volunteers, and trustees about Education & Bass / Music Technology Club's responsibilities for safeguarding children.
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.
- Ensure safeguarding responsibilities are embedded within organisational governance.
- Provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of each child.

We ensure that safeguarding responsibilities are integrated into all aspects of our work, including online and in-person interactions.

2. Safeguarding Culture in Education & Bass / Music Technology Club

Education & Bass / Music Technology Club is fully committed to safeguarding the welfare of children and young people up to the age of 18. We work nationally across the UK and ensure that all staff are empowered and equipped to recognise, respond, and act effectively to protect children who may be at risk of harm.

"It Could Happen Here"

Education & Bass / Music Technology Club maintains an organisational attitude of **"it could happen here"** to ensure vigilance at all times. Staff are encouraged and supported to raise concerns about any child at risk or any staff member whose behaviour may pose a risk to a child.

Our Commitments

Education & Bass / Music Technology Club will:

1. Embed Safeguarding in Our Ethos

- Make safeguarding central to everything we do.
- Maximise opportunities to hear and understand the lived experiences of all children and young people.
- Equip children and young people with knowledge on staying safe in both the real and virtual worlds.

2. **Foster a Safe Environment**

- Support the holistic development of children, fostering security, confidence, and independence.
- Create an environment where children feel safe, valued, and respected and know how to approach trusted adults with concerns.

3. **Promote Communication and Access**

- Ensure all children know at least one staff member they can communicate with if they are worried.
- Provide clear guidance and contact information for staff to access child protection agencies as needed.

4. **Monitor and Support At-Risk Children**

- Implement a systematic approach to monitoring children identified as being at risk of harm.
- Contribute to multi-agency assessments and support packages tailored to their needs.

5. **Strengthen Multi-Agency Collaboration**

- Build and maintain effective relationships with the Police, Children's Social Care, Early Help Teams, and other safeguarding partners.
- Ensure awareness of and compliance with statutory guidance such as **PACE Code C (2019)** for Appropriate Adults during police involvement.

6. **Implement Robust Recruitment**

- Adhere to **Part 3 of Keeping Children Safe in Education (KCSIE 2023)** by ensuring all staff and volunteers undergo rigorous suitability checks.

7. **Continuously Improve Safeguarding Policies**

- Regularly review and update safeguarding policies to remain compliant with legislation and responsive to evolving risks.

8. **Promote Safeguarding Through Education**

- Develop our curriculum to teach children about personal safety and recognising risks in age-appropriate ways.

9. **Induction and Staff Awareness**

- Ensure all staff, including volunteers, are inducted into safeguarding practices, with a clear understanding of policies, behavioural expectations, and procedures for managing concerns about missing children or staff misconduct.

10. **Prioritise Child-On-Child Abuse Prevention**

- Reassure young people reporting concerns that they will be taken seriously, kept safe, and never blamed for raising issues, including abuse, sexual violence, or harassment.

Listening to Children and Young People

Education & Bass / Music Technology Club values the findings of *Working Together to Safeguard Children (2018)*, which highlight children's preferences for an effective safeguarding system. Our approach ensures it is:

- **Vigilant:** Staff notice and respond when something is troubling a child.
- **Understanding and Actioned:** Concerns are heard, understood, and acted upon promptly.
- **Stable:** Trusted relationships are built with consistent support from adults.
- **Respectful:** Children are treated as competent individuals deserving of dignity.
- **Informed and Engaged:** Young people are included in decisions and kept informed about outcomes.
- **Supportive:** Help is available both for the child and their family.
- **Protective:** All children are safeguarded from abuse, exploitation, and discrimination, including refugees and asylum-seeking children.

Building Trusted Relationships

Education & Bass / Music Technology Club acknowledges that children may face barriers to disclosing abuse, exploitation, or neglect, such as fear, embarrassment, or language limitations. Our staff:

- Exhibit professional curiosity to identify potential harm even when children may not articulate concerns.
- Focus on building trusted relationships that encourage open communication with children.

Addressing Extra-Familial Harms

Our safeguarding practices extend beyond familial settings to address risks such as:

- Sexual abuse and harassment, including exploitation.
- Domestic abuse in intimate teenage relationships.
- Criminal exploitation, including county lines and gang activity.
- Radicalisation and serious youth violence.

By adhering to these commitments, Education & Bass / Music Technology Club ensures a robust safeguarding culture that prioritises the safety and well-being of children and young people across all regions.

3. Statutory Framework

Education & Bass / Music Technology Club will act in accordance with the following:

Government legislation and guidance

- The Children Act 1989 <https://www.legislation.gov.uk/ukpga/1989/41/contents>
- The Children Act 2004 <https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Education Act 2002 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>
- Keeping Children Safe in Education 2024 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 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/1101667/WITHDRAWN_Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Teaching online safety in school (January 2023)
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>
- Working Together to Safeguard Children 2024:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 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
- The Education (Child Information) (England) Regulations 2005
<https://www.legislation.gov.uk/uksi/2005/1437/contents>
- Prevent Duty for England and Wales (2023) under section 26 of the Counter-Terrorism and Security Act 2015
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- 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
- 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>
- Children Missing Education
https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures <https://www.westsussexscp.org.uk/>
- 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>
- Searching, screening and confiscation

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

• The Equality Act 2010 and schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

& <https://www.equalityhumanrights.com/guidance/public-sector-equality-duty-psed>

4. Confidentiality

1. All matters relating to safeguarding and child protection are treated as strictly confidential and are shared only on a '**need-to-know**' basis. This principle ensures information is shared responsibly and only with those who need it to safeguard the child effectively.
2. The Designated Safeguarding Lead (DSL) will disclose child protection-related information to staff members only when the receiving staff member has an active role in safeguarding or supporting the child.
3. **Professional Responsibility to Share Information:**
All staff must recognise their professional duty to share information with relevant external agencies, such as Children's Social Care, in order to safeguard and protect children.
4. **No Promises to Keep Secrets:**
Staff must never promise a child to keep secrets if doing so might compromise the child's safety or well-being. Children should be reassured that any disclosures will be handled with care and shared only to ensure their safety.
5. **Involvement of Parents/Carers:**
 - The intention to refer a child to Children's Social Care will generally be shared with parents or carers unless doing so could:
 - Place the child at greater risk of harm, or
 - Compromise a criminal investigation.
 - If there is uncertainty about whether to inform parents or carers, staff should seek advice from the local Integrated Front Door (IFD) service or equivalent safeguarding advisory service.
6. **Promoting Educational Outcomes for Vulnerable Children:**
In line with the guidance in *Keeping Children Safe in Education 2023* (KCSIE), Education & Bass / Music Technology Club recognises the vital role of the DSL in supporting the educational outcomes of children, especially those with a social worker or who are receiving support from safeguarding agencies. To achieve this:
 - a) The DSL will share relevant information with staff to ensure:
 - They are aware of children with safeguarding concerns.

- They understand the child's progress, challenges, and any additional academic support needed.
- A culture of high aspirations is maintained for these children.

7. **b) Sensitive Sharing of Information:**

Information about safeguarding concerns will be shared collaboratively and sensitively, involving the child, parents, or carers as appropriate. In many cases, staff may only need to know that the child has been supported by safeguarding agencies without knowing specific details of the safeguarding concerns.

Education & Bass / Music Technology Club is committed to handling all safeguarding-related information responsibly, ensuring that confidentiality is balanced with the paramount need to protect and promote the welfare of children.

5. Responsibilities

At Education & Bass / Music Technology Club, we recognise that staff play a crucial role in safeguarding children. They are in a unique position to identify concerns early, provide timely support, and prevent escalation of issues. We acknowledge that all staff members share the responsibility to create a safe and secure environment for children to learn and thrive.

Education & Bass / Music Technology Club Staff Responsibilities

All staff at Education & Bass / Music Technology Club will:

- **Provide a Safe Environment:**
 - Create and maintain an environment where children feel secure, are encouraged to express themselves, and are actively listened to.
- **Recognise Signs of Abuse:**
 - Stay vigilant to signs of abuse or neglect and maintain a mindset of "it could happen here" regarding safeguarding concerns.
- **Support Communication:**
 - Ensure children understand that there are trusted adults within Education & Bass / Music Technology Club they can approach if they feel worried or unsafe.
- **Respond Appropriately:**
 - Be prepared to act if a child discloses abuse or neglect, ensuring concerns are recorded promptly and shared with the Designated Safeguarding Lead (DSL) or Deputy DSL.
 - In cases of immediate danger, refer the matter to local safeguarding authorities (e.g., Multi-Agency Safeguarding Hubs, Integrated Front Door teams) and/or the police without delay.

- **Support Safeguarding Plans:**
 - Work in line with Child Protection Plans, ensuring that the DSL is informed of any unexplained absences for children subject to these plans.
- **Curriculum Integration:**
 - Actively include opportunities within the curriculum for children to develop skills to assess and manage risks and keep themselves safe in both real and online environments.
- **Follow National and Local Procedures:**
 - Adhere to national safeguarding protocols, including the latest version of Keeping Children Safe in Education (KCSIE), and adapt to any relevant local authority safeguarding procedures.
 - Be prepared to undergo area-specific training where required by local authorities to address unique safeguarding challenges in different regions.
- **Engage in Training and Updates:**
 - Participate in safeguarding training during induction and ensure annual safeguarding updates are attended to maintain relevant skills and knowledge.
 - Keep accurate records of all safeguarding training, which will be centrally maintained.
- **Know Reporting Protocols:**
 - Be aware of the DSL and Deputy DSL, and understand how to contact them when concerns arise.
 - Know how to escalate concerns about colleagues, referring to the Chief Executive for staff concerns or the Chair of Trustees in cases involving the Chief Executive.
- **Understand Early Help:**
 - Be aware of early help processes and their role in identifying issues and working collaboratively with external agencies to support children effectively.

Key Safeguarding Contacts

- **DSL Responsibilities:**
Andrew Ferguson, as the Designated Safeguarding Lead, is responsible for overseeing all safeguarding matters and ensuring compliance with safeguarding protocols.
- **Deputy DSL Responsibilities:**
Lee Head, as the Deputy DSL, will support safeguarding activities and act in the DSL's capacity when necessary.

National Considerations and Local Adaptations

- Education & Bass / Music Technology Club staff will engage with safeguarding teams in the regions where activities take place, ensuring compliance with local safeguarding protocols.
- Local authority safeguarding training will be undertaken as required to address regional safeguarding nuances.
- Staff will remain informed of area-specific guidance, ensuring a tailored approach to safeguarding while maintaining consistency with Education & Bass / Music Technology Club's overarching policy.

6. Responsibilities of the Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) takes seriously its responsibility to safeguard and promote the welfare of children and young people 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 may be, suffering harm.

Keeping Children Safe in Education 2023, paragraph 81, makes clear that leadership bodies should have a senior-level lead to take responsibility for safeguarding arrangements and ensure appropriate policies and procedures are in place, relevant to their particular setting.

We, as the SLT, will facilitate a **whole organisation approach to safeguarding**. This includes ensuring that all systems, policies, and procedures operate with the best interests of children at their heart. As an organisation, we are fully committed to taking timely action to safeguard and promote the welfare of children and young people.

The responsibilities of the SLT include:

1. Ensuring Effective Policies:

Making sure that safeguarding policies and procedures are effective, comply with the law, and include a **Child Protection Policy** that is reviewed at least annually and made publicly available online or by other means.

2. Child Protection Policy Requirements:

- Reflects the whole organisation's approach to child-on-child abuse and reporting systems.
- Describes procedures that align with government guidance.
- Refers to locally agreed multi-agency safeguarding arrangements.
- Includes policies relevant to serious violence, as outlined in **Part Two of KCSIE 2023**.
- Is updated as needed, to reflect emerging safeguarding issues, including lessons learned.

3. Staff Behaviour Policy:

Ensuring a **Staff Behaviour Policy** (or Code of Conduct) is in place, covering acceptable use of technologies, staff/pupil relationships, and communications, including social media.

- 4. Missing Children Safeguarding Responses:**
Implementing safeguarding measures for children who go missing from activities, particularly on repeat occasions, to identify and address risks of abuse, neglect, sexual exploitation, or other harm.
- 5. Immediate Safeguarding Actions:**
Taking urgent action to safeguard vulnerable children. For example, inability to contact a parent or carer will not impede urgent steps such as involving the police.
- 6. Designated Safeguarding Leads (DSL):**
Appointing a DSL who is a senior member of staff, supported by a **Deputy DSL**, both of whom are responsible for safeguarding and child protection.
- 7. Ongoing Review and Audit:**
Ensuring safeguarding deficiencies or weaknesses are identified and remedied without delay.
- 8. Secure Record-Keeping:**
Ensuring child protection records are kept securely, separately from other records, and accessed only by authorised staff.
- 9. Handling Allegations Against Staff:**
Establishing procedures to manage allegations against staff, referring them to the Local Authority Designated Officer (LADO) where necessary.
- 10. No Role in Individual Case Management:**
Recognising that the SLT does not manage or pursue individual child protection cases but supports the process.
- 11. Confidentiality in Child Protection Cases:**
Ensuring that the SLT is not privy to details of individual child protection cases except when exercising disciplinary functions related to allegations against staff.
- 12. Staff Training in Safeguarding:**
Ensuring all staff are familiar with **Part 1 of KCSIE 2023**, trained appropriately, and updated in line with guidance.
- 13. Inter-Agency Collaboration:**
Contributing to inter-agency working, including coordinated early help for children with additional needs.
- 14. E-Learning Safeguards:**
Ensuring appropriate filters and monitoring systems are in place to protect against harmful or inappropriate online content.
- 15. Safer Recruitment Culture:**
Creating a safe recruitment culture by adopting robust recruitment procedures, including reference checks for shortlisted candidates and ensuring at least one panel member has completed safer recruitment training.
- 16. Single Central Record (SCR):**
Maintaining an up-to-date SCR of all staff and volunteers, including dates of all safeguarding checks.

17. Staff Notification of Changes:

Requiring staff to inform the Chief Executive of material changes in circumstances or relevant information.

18. Resource Monitoring:

Monitoring the adequacy of resources allocated to safeguarding, including staff training and support.

19. Professional Differences Protocols:

Following the correct procedure for managing professional differences where there is disagreement with other agencies about safeguarding actions, as outlined in **Managing Professional Differences Protocols**.

20. Training and Prevent Duty:

Providing bespoke training to the DSL and Deputy DSL, including **Prevent Duty training**, to enhance their ability to fulfil safeguarding responsibilities effectively.

7. RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

At Education & Bass / Music Technology Club, any individual can contact the Designated Safeguarding Lead if they have concerns about a child. Given our national scope, online and in-person operations, and current staffing structure, we have clear protocols to ensure safeguarding responsibilities are met at all times.

Designated Safeguarding Lead (DSL):

Andrew Ferguson, Director and Founder

Email: nomine@educationandbass.online

Deputy Safeguarding Lead (DSL):

Lee Head

Email: lee@educationandbass.online

While the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility should not be delegated.

Key Responsibilities of the DSL:

1. Leadership and Compliance:

- Ensure compliance with safeguarding legislation, including *Keeping Children Safe in Education (KCSIE) 2024* and the *Children Act 1989*.
- Maintain responsibility for safeguarding across all Education & Bass / Music Technology Club activities.

2. Training and Development:

- Attend initial DSL training and refresh every two years.
- Keep knowledge and skills updated annually.
- Ensure all staff are trained in safeguarding and child protection during induction and annually thereafter.

3. Staff Awareness:

- Ensure all staff know who the DSL and Deputy DSL are and how to contact them.
- Ensure staff understand signs of abuse and their responsibilities to report concerns.

4. Referral and Reporting:

- Refer cases of suspected abuse to local authority children's social care services.
- Refer radicalisation concerns to the Channel Programme.
- Refer cases of staff misconduct to the Disclosure and Barring Service (DBS).
- Liaise with the police when a crime may have been committed.

5. Record-Keeping:

- Ensure child protection files are kept securely, separately from other records, and are accessible only to authorised personnel.
- Maintain detailed, accurate, and secure written records of concerns and referrals.

6. Agency Liaison:

- Act as the main point of contact for external safeguarding agencies.
- Liaise with local authorities, including Local Authority Designated Officers (LADOs), when handling allegations against staff.

7. Support and Advice:

- Provide advice and support to staff on safeguarding matters.
- Support staff making referrals to external agencies.

Deputy Safeguarding Lead (DSL) Responsibilities:

- Support the DSL in all safeguarding duties.
- Act as the safeguarding lead in the absence of the DSL.
- Maintain up-to-date safeguarding training and knowledge.

Safeguarding in the Absence of the DSL:

In the absence of the DSL, the Deputy DSL will assume safeguarding responsibilities. If both are unavailable, immediate concerns should be reported to local authority children's social care or the police.

Training Requirements:

- **DSL and Deputy DSL:** Must complete DSL training every two years and update safeguarding knowledge annually.
- **Prevent Training:** The DSL and Deputy DSL will complete Prevent Awareness training annually and ensure all staff do the same.

Continual Professional Development:

The DSL will:

- Stay updated with safeguarding developments.

- Ensure all staff understand Education & Bass / Music Technology Club's child protection policies.
- Be alert to the needs of vulnerable children.
- Promote a culture of listening to children.
- Review and update safeguarding policies annually.
- Monitor trends in child welfare concerns.

Escalation Protocols:

When professional disagreements arise regarding safeguarding, the DSL will engage the appropriate local authority escalation procedures to ensure the safety of the child remains the priority.

Contact Information:

- **DSL:** Andrew Ferguson - nomine@educationandbass.online
- **Deputy DSL:** Lee Head - lee@educationandbass.online

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:

1. Reporting Concerns:

- Contact the **Designated Safeguarding Lead (DSL)** or, if unavailable, the **Deputy DSL** immediately.
- If the concern arises during an off-site activity, report to the DSL or Deputy DSL without delay.

2. Decision-Making:

- The DSL will decide whether the concern requires a referral to the relevant **Local Authority Children's Social Care**.
- For cases of actual or suspected significant harm, the DSL will make an immediate referral using the appropriate local authority referral form.

3. Seeking Advice:

- If unsure whether to refer, the DSL should contact the local authority safeguarding team for advice.

4. Parental Involvement:

- Referral discussions with parents/carers will occur unless it places the child at further risk or could impact a police investigation.

5. Record-Keeping:

- Staff must make accurate, detailed, and factual records of concerns on the same day, signed and dated.
- Observations about the child's demeanour may be included, but avoid personal opinions.

6. **Follow-Up:**

- The DSL will ensure any verbal referrals are followed up in writing using the relevant referral forms.

7. **Ongoing Monitoring:**

- The DSL will closely monitor the attendance, engagement, and well-being of any child subject to safeguarding concerns or a Child Protection Plan.

If a Member of Staff Has Concerns About Another Staff Member:

1. **Types of Concerns Include:**

- Behaviour that has or may have harmed a child.
- Possible criminal offences related to a child.
- Behaviour indicating a potential risk of harm to children.

2. **Reporting Allegations:**

- Report to the **DSL (Andrew Ferguson)** immediately.
- If the concern involves the DSL, report directly to the **Deputy DSL (Lee Head)**.
- If both are unavailable, contact the **Local Authority Designated Officer (LADO)** directly.

3. **Initial Response:**

- Take all allegations seriously and avoid assumptions.
- Do **not** investigate; gather basic facts only.
- Maintain confidentiality and share information on a need-to-know basis.

4. **Documentation:**

- Record details, including time, date, location, and the exact words used.
- Sign, date, and pass the record to the DSL or Deputy DSL immediately.

5. **Next Steps:**

- The DSL/Deputy DSL will refer the case to the LADO if required.
- In cases where a child is at immediate risk, refer to local authority children's services.

6. Record Security:

- Store records securely, separate from general files, accessible only to designated personnel.

Whistleblowing and Confidential Reporting:

- All staff are encouraged to report concerns about colleagues' behaviour that may pose a safeguarding risk.
- Reports can be made to the DSL, Deputy DSL, or directly to the LADO if necessary.
- Staff can also contact the **NSPCC Whistleblowing Helpline** at **0800 028 0285** for independent advice.

Managing Professional Disagreements:

- In cases of disagreement about safeguarding actions, the DSL will follow the relevant local authority escalation procedures.
- Professional disagreements should not delay protective action for a child.

Contact Information:

- **DSL:** Andrew Ferguson - nomine@educationandbass.online
- **Deputy DSL:** Lee Head - lee@educationandbass.online

9. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Special Considerations

At Education & Bass / Music Technology Club, we recognise that children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges. All staff are expected to be vigilant and proactive in identifying and addressing these challenges, which may include:

- **Misattribution of Indicators:** Avoiding assumptions that signs of possible abuse (e.g., changes in behaviour, mood, or unexplained injuries) are solely related to the child's disability without thorough exploration.
- **Increased Vulnerability to Isolation:** Recognising that children with SEND may be more prone to social isolation, exclusion, or bullying, including **prejudice-based bullying**.
- **Impact of Bullying:** Understanding that children with SEND or specific medical conditions may be disproportionately affected by behaviours such as bullying, even if they do not outwardly display typical signs of distress.
- **Communication Barriers:** Being aware of difficulties these children may face in expressing concerns, reporting abuse, or managing interpersonal challenges.
- **Cognitive Understanding:** Recognising that some children may struggle to differentiate between fact and fiction, particularly in online environments, and may inadvertently engage in inappropriate behaviours without understanding the consequences.

SEND Support Measures

To address these safeguarding challenges, Education & Bass / Music Technology Club will:

1. **Provide Extra Pastoral Support:** Implement tailored pastoral care to support the emotional and social needs of children with SEND, ensuring they feel safe, heard, and valued.
2. **Enhanced Staff Training:** Ensure staff receive specialised safeguarding training to recognise the unique risks faced by children with SEND, including effective communication strategies and understanding behavioural cues.
3. **Individualised Safeguarding Approaches:** Develop personalised safeguarding plans for children with complex needs, in collaboration with parents, carers, and relevant professionals.
4. **Promote Inclusion:** Foster an inclusive environment that actively combats prejudice-based bullying and promotes diversity, respect, and understanding.
5. **Regular Monitoring:** Conduct regular reviews of safeguarding measures for SEND learners to ensure they are effective and responsive to changing needs.
6. **Parental and Carer Engagement:** Work closely with parents, carers, and external support services to ensure a coordinated approach to safeguarding children with SEND.

Education & Bass / Music Technology Club is committed to creating a safe, supportive environment for all learners, ensuring that children with SEND are protected from harm and have equal opportunities to thrive both in-person and online.

10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

At Education & Bass / Music Technology Club, we recognise our important role in supporting the mental health and wellbeing of our learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

Identifying Concerns:

- Where there are concerns about the mental health, wellbeing, and safeguarding of a child, staff must immediately discuss these concerns with the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Staff are encouraged to maintain an attitude of professional curiosity, considering that changes in behaviour or emotional wellbeing may indicate underlying safeguarding concerns.

Key Considerations: We expect all staff to be aware of and consider:

- How mental health issues may present differently in children and young people.
- The potential links between mental health issues and safeguarding concerns.
- The importance of early intervention in mental health issues to prevent escalation.

Relevant Government Guidance: We are aware of and guided by the following publications:

- [Preventing and Tackling Bullying](#)
- [Mental Health and Behaviour in Schools](#)
- [Promoting Children and Young People's Emotional Health and Wellbeing](#)

COVID-19 Impact: We recognise the potential impact of the COVID-19 pandemic on the mental health and wellbeing of children and young people. We are committed to providing tailored support to our learners, considering the unique challenges posed by the pandemic and its aftermath.

Support Framework:

- Provide access to appropriate mental health support services where needed.
- Foster a learning environment that promotes emotional wellbeing and resilience.
- Encourage open dialogue about mental health, reducing stigma and promoting understanding among staff and learners.

Staff are reminded that safeguarding concerns related to mental health must always be reported in line with our safeguarding procedures, ensuring timely and appropriate support for the child.

11. THE USE OF REASONABLE FORCE

1. Definition and Context:

Keeping Children Safe in Education (KCSIE) 2023 recognises that there are circumstances where it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions involving 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 restraining a young person to prevent violence or injury.

2. Understanding 'Reasonable':

'Reasonable' in these circumstances means **using no more force than is necessary**. The use of force may involve:

- **Passive physical contact**, such as standing between pupils or blocking a pupil's path.
- **Active physical contact**, such as leading a pupil by the arm out of a classroom.

3. Professional Judgement:

The decision on whether or not to use reasonable force is down to the professional judgement of the staff involved. This decision should always depend on individual circumstances, including:

- The severity of the situation.
- The potential risk of harm to the child, staff, or others.
- The age, size, special educational needs, disability, and understanding of the child involved.

4. Education & Bass / Music Technology Club Approach:

Education & Bass / Music Technology Club adopts sensible, proportionate policies that support staff to make appropriate physical contact when necessary. While physical intervention is a last resort, we recognise that there are situations where it is unavoidable to maintain the safety of all individuals.

5. Training and Support:

- All staff are provided with guidance on the appropriate use of reasonable force as part of their safeguarding training.
- Additional specialist training will be provided for staff who are more likely to need to use physical intervention in their role.

6. Post-Incident Procedures:

- Any use of reasonable force must be **recorded and reported** to the Designated Safeguarding Lead (DSL) as soon as possible.
- A debrief with the child involved will take place to ensure their emotional well-being.
- Parents/carers will be informed as appropriate, depending on the nature of the incident.

7. Legal Compliance:

Education & Bass / Music Technology Club is committed to ensuring that all staff act in compliance with:

- **KCSIE 2023**
- **Education and Inspections Act 2006** (Sections 93-95)
- **Human Rights Act 1998** and **Equality Act 2010**

8. Further Guidance:

For more information, staff should refer to the official government guidance:

[Use of Reasonable Force – Department for Education](#)

Staff are reminded that the use of reasonable force must never be used as a punishment. Its application must always be in line with safeguarding principles, prioritising the welfare of the child and others involved.

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 earlobes, indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms, or legs
- 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 the upper lip to the gum) often indicate 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 five 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 diffused 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, are concerning. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or a 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 their 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, scars of different sizes or ages, 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 that 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 the 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 overly 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 surgeries 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
- A culture of physical chastisement

Recognising Perplexing Cases Which May Indicate a Possibility of Fabricated or Induced Illness (FFI):

1. Professionals may be concerned about the possibility of a child suffering significant harm as a result of having an illness fabricated or induced by their carer. Possible concerns include:
 - 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 due to unpleasant feeding interactions
 - The child developing abnormal attitudes towards their own health
 - Non-organic failure to thrive—where a child does not gain weight or grow without an 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 due to restricted social interactions
 - Poor attendance at school and underachievement
2. These cases are very complex, and for a case to be considered as FFI, it must undergo careful and detailed review by a consultant paediatrician. Please refer to the [Pan-Sussex Child Protection Procedures](#) for further information.
3. Where any organisation has concerns in this area, they must speak with their designated safeguarding lead in the first instance.

Recognising Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless, 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 beyond the child's developmental capability, as well as overprotection,

limiting exploration and learning, or preventing the child from participating in normal social interactions.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger frequently, 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 also 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', with 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
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression and withdrawal
- Behavioural problems (e.g., aggression, attention-seeking, hyperactivity, poor attention)
- Poor peer relationships, including withdrawn or isolated behaviour
- Low self-esteem, lack of confidence, fearfulness, distress, or anxiety

Indicators in the Parent

- Presence of domestic abuse, adult mental health problems, and parental substance misuse, which may expose children to abuse
- Abnormal attachment to the child (e.g., overly anxious or disinterested in the child)
- Scapegoating one child within the family
- Imposing inappropriate expectations on the child (e.g., preventing the child's developmental exploration, learning, or normal social interaction through overprotection)
- Wider parenting difficulties, which may or may not be associated with this form of abuse

Indicators in the Family/Environment

- Lack of support from family or social network

- Marginalisation or isolation by the community
- History of mental health issues, alcohol or drug misuse, or domestic violence within the family
- History of unexplained death, illness, or multiple surgeries in parents and/or siblings
- Past history of childhood abuse, self-harm, somatising disorders, false allegations of physical or sexual assault, or a culture of physical chastisement

Additional Specific Safeguarding Issues

Fabricated or Induced Illness (FII)

Professionals may have concerns about the possibility of a child suffering significant harm due to illness being fabricated or induced by their carer. Indicators that may raise suspicion include:

- Discrepancies between reported and observed medical conditions, such as the frequency of fits or seizures.
- Attendance at various hospitals in different geographical locations without a clear medical justification.
- Development of feeding or eating disorders resulting from unpleasant or coercive feeding interactions.
- The child exhibiting abnormal attitudes towards their own health, including an excessive preoccupation with illness.
- Non-organic failure to thrive, where a child fails to gain weight or grow without an identifiable medical cause.
- Delays in speech, language, or motor development without a clear medical explanation.
- A dislike of close physical contact, possibly due to previous traumatic experiences.
- Attachment disorders, with difficulties forming healthy emotional bonds.
- Low self-esteem and a lack of confidence.
- Poor quality or absence of relationships with peers, often due to restricted social interactions.
- Poor attendance at school, accompanied by underachievement or academic decline.

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

We recognise that both CCE and CSE are forms of abuse where individuals or groups exploit an imbalance of power to coerce, manipulate, or deceive a child into engaging in criminal or sexual activities. This exploitation may occur:

- In exchange for something the victim needs or wants (e.g., money, gifts, affection).
- For the financial benefit or increased status of the perpetrator or facilitator.
- Through violence, threats of violence, or coercion.

CCE and CSE can affect both male and female children and may involve trafficking, where children are moved for the purpose of exploitation.

Key Principles in Recognising Exploitation

All staff are trained to recognise that:

1. **Exploitation Dynamics:**

Exploitation or abuse may occur in exchange for something the victim perceives as valuable, such as affection, attention, money, or gifts. It can also benefit the perpetrator through financial gain or enhanced social status.

2. **Perpetrators:**

Exploitation can be perpetrated by adults (male or female), individuals, or groups. Additionally, children may exploit other children, and in such cases, the perpetrator may also be a victim of exploitation.

3. **Vulnerability Factors:**

While age can contribute to power imbalances, other factors increasing vulnerability include gender, sexual identity, cognitive ability, learning difficulties, communication barriers, physical strength, social status, and access to economic or other resources.

4. **Common Indicators of Exploitation:**

Some signs that may indicate a child is being exploited include:

- Appearing with unexplained gifts, money, or new possessions.
- Associating with other children known to be involved in exploitation.
- Changes in emotional well-being, such as increased anxiety, depression, or withdrawal.
- Misuse of drugs or alcohol.
- Periods of going missing or regularly returning home late.
- Unexplained and/or persistent absences from education.

5. **Ongoing Support:**

Children who have experienced exploitation often require additional support to help them remain engaged in education and to rebuild their emotional well-being.

6. **Complex Nature of CSE:**

CSE can occur as a one-off incident or as part of a pattern of abuse over time. It can range from opportunistic abuse to complex, organised exploitation. Methods of control can include both force and enticement, and may or may not involve violence or threats.

7. **Specific Indicators of CSE:**

Additional signs of CSE may include:

- Having older boyfriends or girlfriends, often significantly older.
- Suffering from sexually transmitted infections (STIs).
- Displaying sexual behaviours that are not age-appropriate or are overly explicit.
- Experiencing unplanned pregnancies, particularly when the identity of the father is unclear or withheld.

Further Guidance

For more detailed information on recognising signs of child sexual exploitation, refer to the Home Office guidance: [Child Sexual Exploitation: Definition and Guide for Practitioners](#)

Concerns a Child is Being Exploited

If we have any concerns that a child is being exploited, we will seek advice from relevant safeguarding partners and complete the appropriate child exploitation assessment forms as outlined in national guidance. Resources and assessment tools can be accessed via the UK Government's safeguarding frameworks and the National Child Exploitation Awareness resources:

- **UK Government Guidance on Child Exploitation:**
Child Exploitation - GOV.UK
- **NSPCC Child Exploitation Resources:**
[NSPCC - Protecting Children from Exploitation](#)

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- **UK Government Guidance on Child Exploitation:**
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- **NSPCC Child Exploitation Resources:**
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>

County Lines

We recognise 'County Lines' as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, often using dedicated mobile phone lines or other forms of communication known as "deal lines." This activity occurs both locally and nationally—there is no specific distance requirement for it to be classified as county lines. Children and vulnerable adults are exploited to move, store, and sell drugs, often under coercion, intimidation, violence (including sexual violence), and threats involving weapons.

Key Recognitions for Staff:

1. **Recruitment Locations:**
Children can be targeted and recruited into county lines networks in various settings, including mainstream and special schools, further and higher education institutions, pupil referral units, children's homes, and care homes.
2. **Online Exploitation:**
Children are increasingly targeted and recruited online via social media platforms. This exploitation can trap children through manipulated drug debts, coercion, and threats of serious violence or kidnapping directed at both the victims and their families.
3. **Indicators of County Lines Exploitation:**
Many signs of **Child Criminal Exploitation (CCE)** and **Child Sexual Exploitation (CSE)** also apply to county lines. Additional specific indicators include children who:

- Go missing and are found in areas far from home.
- Have been victims or perpetrators of serious violence (e.g., knife crime).
- Are involved in handling requests for drugs via phone lines, moving drugs, or managing money related to drug transactions.
- Exhibit signs of internal drug concealment techniques, known as “plugging,” to avoid detection.
- Are found in accommodation without connections, such as ‘trap houses’ or hotels with drug-related activity.
- Owe a “debt bond” to exploiters, creating a cycle of coercion.
- Have their bank accounts used to facilitate criminal activities.

4. Key National Guidance:

- **Home Office County Lines Guidance:**
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)
- **National Crime Agency (NCA) County Lines Information:**
<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

Response to Concerns:

If we suspect that a child or young person is being exploited or at risk of exploitation through county lines activity, we will:

- **Immediately report concerns** to the Designated Safeguarding Lead (DSL).
- **Contact local safeguarding partners** for advice and next steps, including referrals to the police, social services, or multi-agency safeguarding hubs (MASH).
- **Ensure the child’s voice is heard** and that appropriate safeguarding measures are in place to support their safety and well-being.
-

We remain committed to early identification, intervention, and multi-agency collaboration to safeguard children from all forms of exploitation.

Modern Slavery and the National Referral Mechanism (NRM)

We recognise that **modern slavery** encompasses human trafficking, slavery, servitude, and forced or compulsory labour. **Exploitation** can take many forms, including:

- Sexual exploitation
- Forced labour
- Slavery and servitude
- Forced criminality
- The removal of organs

Modern slavery affects all members of society and could be occurring within our communities.

If we have any concerns that modern slavery is taking place, we will contact the police and/or relevant safeguarding partners.

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 National Referral Mechanism (NRM) can be found in the **Modern Slavery Statutory Guidance**:

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

Serious Violence

All staff will be aware of the indicators that may signal that children are at risk of, or involved with, serious violent crime. These indicators include:

- Increased absence from school
- Changes in friendships or relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm or significant changes in wellbeing
- Signs of physical assault or unexplained injuries
- Unexplained gifts or new possessions, which may indicate association with individuals linked to criminal networks or gangs

We acknowledge that such cases can be difficult to identify. As an organisation, we are committed to **listening to the voice of the child**, creating an environment where children feel safe to express concerns, worries, or ask for help.

If 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 here:

<https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>

- For concerns that a child is at risk of **serious violence**, we will contact the relevant safeguarding authorities for advice.
- If a child is believed to be at **imminent risk of serious violence**, we will call the police immediately by dialling **999**.

Contextual Safeguarding Networks

Recent developments in **contextual safeguarding** highlight the importance of understanding and addressing risks that occur **outside of the home**. This approach considers the wider context in which young people may face harm, including:

- Peer groups
- Schools and educational settings
- Neighbourhoods
- Online environments

For further information, please refer to:

- **Pan-Sussex Child Protection and Safeguarding Procedures:**
<https://sussexchildprotection.procedures.org.uk/kyqxo/children-in-specific-circumstances/exploitation>
- **Contextual Safeguarding Guidance:**
<https://contextualsafeguarding.org.uk>

- **Local Authority Advice on Contextual Safeguarding:**
<https://www.childrenssociety.org.uk/what-we-do/our-work/contextual-safeguarding>

We are committed to working collaboratively with multi-agency safeguarding partners to ensure that children and young people are protected from all forms of harm, both inside and outside of the home.

Cybercrime

We recognise that **cybercrime** refers to criminal activities committed using computers and/or the internet. It can be broadly categorised into two types:

1. **Cyber-Enabled Crime:** Traditional crimes that can occur offline but are facilitated, amplified, or made more efficient through online means (e.g., fraud, identity theft).
2. **Cyber-Dependent Crime:** Crimes that can only be committed using computers, networks, or other forms of information communication technology.

Examples of Cyber-Dependent Crimes:

- **Unauthorised Access to Computers (Illegal Hacking):**
This includes accessing a computer system, such as a school's network, without permission to obtain sensitive information (e.g., exam papers, student records) or to alter data (e.g., changing grades).
- **Denial of Service (DoS) or Distributed Denial of Service (DDoS) Attacks:**
Attempts to make a computer system, network, or website unavailable by overwhelming it with traffic from multiple sources. This can disrupt educational systems and other essential services.
- **Making, Supplying, or Obtaining Malware (Malicious Software):**
This includes creating or distributing viruses, spyware, ransomware, botnets, or Remote Access Trojans with the intent to commit offences like those mentioned above.

Safeguarding Concerns Related to Cybercrime

We recognise that children and young people with advanced skills or interests in computing and technology may **inadvertently or deliberately** become involved in cyber-dependent crimes. This could be due to curiosity, peer pressure, or exploitation by others.

If concerns arise about a child's involvement in cybercrime:

- The **Designated Safeguarding Lead (DSL)** or their deputy will review the situation.
- We will consider making a referral to the relevant safeguarding authority.
- If appropriate, we may refer the young person to the **Cyber Choices Programme** for early intervention.

The Cyber Choices Programme

The **Cyber Choices Programme** is a national initiative run by the police, supported by the **Home Office**, and led by the **National Crime Agency (NCA)**. It aims to:

- **Identify and intervene** when young people are at risk of committing low-level cyber-dependent offences.
- **Divert young people** towards positive uses of their technical skills and interests, such as careers in cybersecurity, ethical hacking, or coding.

Important Note:

The Cyber Choices Programme focuses **only on cyber-dependent crimes**. It does **NOT cover**:

- Cyber-enabled crimes like fraud, online drug purchases, or child sexual exploitation.
- Other online concerns, such as online bullying, grooming, or general online safety.

Further Advice and Guidance

For additional information on cybercrime, online safety, and safeguarding resources, please refer to the following:

- **National Crime Agency (Cyber Choices Programme):**
<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- **National Cyber Security Centre (NCSC):**
<https://www.ncsc.gov.uk/>

We are committed to promoting responsible digital behaviour, supporting young people in using their skills positively, and ensuring that any concerns related to cybercrime are addressed promptly.

Domestic Abuse

We recognise the definition of **domestic abuse** as outlined in national guidance. Domestic abuse refers to **any incident or pattern of incidents** involving controlling, coercive, threatening behaviour, violence, or abuse between individuals aged **16 or over** who are, or have been, intimate partners or family members—regardless of gender or sexuality.

Domestic Abuse Can Include (but is not limited to):

- **Psychological Abuse:** Intimidation, gaslighting, verbal abuse, or manipulation that impacts mental well-being.
- **Physical Abuse:** Acts of violence such as hitting, slapping, pushing, or physical restraint.
- **Sexual Abuse:** Any non-consensual sexual activity, including rape, sexual assault, or coercion.
- **Financial Abuse:** Controlling finances, restricting access to money, or exploiting financial resources.
- **Emotional Abuse:** Undermining self-esteem, persistent criticism, humiliation, or isolation from friends and family.

Impact on Children and Young People

Exposure to domestic abuse—whether as a direct victim or a witness—can have **serious, long-lasting emotional and psychological effects** on children. This can manifest in various ways, including:

- **Emotional Distress:** Anxiety, depression, low self-esteem, or emotional withdrawal.
- **Behavioural Changes:** Aggression, risk-taking behaviours, or difficulties in school.

- **Physical Symptoms:** Psychosomatic complaints such as headaches, stomach aches, or sleep disturbances.
- **Blame and Guilt:** Children may **blame themselves** for the abuse or feel responsible for preventing it.
- **Displacement:** Some children may have to **leave the family home**, facing instability and insecurity as a result.

Domestic abuse affecting young people can also occur within their **own intimate relationships**, often referred to as **teen relationship abuse**, in addition to abuse experienced within the family home.

Response to Concerns About Domestic Abuse

If there are **any concerns** that a child or young person may be experiencing or exposed to domestic abuse:

- The matter will be **immediately referred** to the **Designated Safeguarding Lead (DSL)** or their deputy.
- The DSL will seek **advice and guidance** from the appropriate safeguarding authority, such as the **Integrated Front Door (IFD)** or local safeguarding services.

Further Advice and Guidance

For more information and support regarding domestic abuse, please refer to national resources:

- **UK Government Guidance on Domestic Abuse:**
<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>
- **National Domestic Abuse Helpline (24-hour confidential support):**
<https://www.nationaldahelpline.org.uk/>
- **Refuge (Supporting victims of domestic abuse):**
<https://www.refuge.org.uk/>

We are committed to recognising the signs of domestic abuse, supporting affected individuals, and ensuring that any concerns are addressed with urgency, sensitivity, and care.

Homelessness

We recognise that **being homeless** or **at risk of becoming homeless** presents a **significant risk** to a child's welfare. The **Designated Safeguarding Lead (DSL)** and their deputies should be aware of the **contact details** and **referral routes** to the **Local Housing Authority** to raise or progress concerns at the earliest opportunity.

Indicators That a Family May Be at Risk of Homelessness:

- **Household debt** or **rent arrears**
- **Domestic abuse** within the household
- **Anti-social behaviour** leading to eviction threats
- **Family being asked to leave** a property (including informal evictions)

While referrals and discussions with the Local Housing Authority should be progressed where appropriate, **this does not replace** a referral to **Children's Social Care** where there are concerns that a child **has been harmed** or is **at risk of harm**.

Legal Framework: The Homelessness Reduction Act 2017

The **Homelessness Reduction Act 2017** places a **legal duty on English councils** to ensure that everyone who is homeless, or at risk of homelessness, receives **meaningful help**, including:

- An **assessment of their needs and circumstances**
- The development of a **personalised housing plan**
- Support to help them **retain their accommodation** or find **new housing**

Key Resources:

- **Homelessness Reduction Act 2017 Factsheets:**
<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

These factsheets summarise the new duties, shifting the focus to **early intervention** and encouraging individuals at risk to seek support **before reaching a crisis point**.

Considerations for Children and Young People

In most cases, staff will be considering homelessness in the context of **children living with their families**. However, it's important to recognise that some **16- and 17-year-olds** may be **living independently** from their parents or guardians, often due to:

- **Exclusion from the family home**
- **Family breakdowns**
- **Abandonment or unsafe home environments**

These young people may require **different levels of intervention and support**. In such cases:

- **Children's Services** will act as the **lead agency** for providing support.
- The **DSL (or deputy)** should ensure **appropriate referrals** are made based on the young person's individual circumstances.

Further Guidance and Resources:

- **Statutory Guidance on the Provision of Accommodation for 16- and 17-Year-Olds Who May Be Homeless and/or Require Accommodation:**
<https://www.gov.uk/government/publications/provision-of-accommodation-for-16-and-17-year-olds-who-may-be-homeless-andor-require-accommodation>

This guidance, published jointly by the **Department for Education (DfE)** and the **Ministry of Housing, Communities and Local Government (MHCLG)**, outlines best practices for safeguarding young people at risk of homelessness.

We are committed to supporting vulnerable children and young people affected by homelessness, ensuring they have access to the help and protection they need.

So-Called Honour-Based Violence (HBV) – Including Female Genital Mutilation (FGM) and Forced Marriage

So-called ‘**honour-based**’ violence (HBV) encompasses incidents or crimes committed to protect or defend the **honour of the family and/or the community**, including:

- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **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 essential to recognise these dynamics when deciding on safeguarding actions.

All forms of HBV are abuse (regardless of the motivation) and must be managed and escalated accordingly. Professionals across all agencies, including community members, must be alert to the risk of a child being at risk of HBV or already having suffered from it.

Actions Required:

- **Translation Precaution:**
If there are concerns about HBV, **children or other family members must NOT be used as translators** when communicating with parents or carers.
- **Safeguarding Concerns:**
If any member of staff is concerned that a child may be at risk of HBV or has already suffered from HBV, they must:
 1. **Speak immediately to the Designated Safeguarding Lead (DSL) or deputy.**
 2. The DSL will then contact the appropriate safeguarding services, such as the **Integrated Front Door (IFD)** or local safeguarding authority.

Female Genital Mutilation (FGM)

FGM includes all procedures involving the **partial or total removal of external female genitalia** or any **other injury** to female genital organs for non-medical reasons. It is:

- **Illegal in the UK**
- Recognised as a **form of child abuse** with **long-lasting harmful consequences**

Professionals in all sectors must be **alert to the risk of FGM**, particularly in girls from communities where such practices are more prevalent.

Mandatory Reporting Duty for FGM:

Since **31 October 2015**, it has been a **legal requirement** for the following professionals in England and Wales to report ‘**known**’ cases of FGM in girls under 18 to the police:

- **Regulated health professionals**
- **Social care professionals**

- **Teachers**

This mandatory reporting applies when professionals **identify FGM during the course of their work**. Failing to report known cases can result in **legal consequences**.

Key Guidance and Resources:

1. **Home Office: Mandatory Reporting of FGM – Procedure Information**
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
2. **FGM Mandatory Reporting Duty Fact Sheet**
<https://www.gov.uk/government/publications/fgm-mandatory-reporting-duty-fact-sheet>
3. **FGM Reporting Flowchart for Under-18s**
<https://www.gov.uk/government/publications/fgm-mandatory-reporting-duty-procedural-information/fgm-reporting-flowchart>

Further Resources on HBV and Forced Marriage:

- **Forced Marriage Unit (FMU) – Guidance and Resources:**
<https://www.gov.uk/forced-marriage>
- **Multi-Agency Statutory Guidance on FGM, Forced Marriage, and HBV:**
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-fgm-forced-marriage-and-hbv>

We are committed to ensuring that all staff understand their legal responsibilities, including the recognition, reporting, and referral processes related to HBV, FGM, and forced marriage.

Forced Marriage

Forced marriage is a **crime in England and Wales**. It occurs when one or both parties enter into a marriage **without full and free consent**, and where **violence, threats, or any other form of coercion** is used to cause the marriage to take place. This coercion can be:

- **Physical**
- **Emotional or psychological**

A lack of full and free consent may also apply to individuals who **cannot consent**, such as those with **learning disabilities**.

While some communities may cite **religion or cultural practices** to justify forced marriage, these do **not excuse or justify the abuse**. We recognise our important role in **safeguarding children from forced marriage**.

Key Actions for Staff:

- **Reporting Concerns:**
Any member of staff with concerns about a potential forced marriage must:

1. **Contact the Designated Safeguarding Lead (DSL) or Deputy DSL immediately.**
 2. The DSL will consult the **Integrated Front Door (IFD)** for further advice and guidance.
- **Do Not Attempt Mediation:**
Staff must **not engage in family mediation, negotiation, or involve family members** if forced marriage is suspected, as this can increase the risk to the child.

Specialist Advice:

- **Forced Marriage Unit (FMU):**
 - **Phone:** 020 7008 0151 (Monday to Friday, 9am to 5pm)
 - **Email:** fmu@fcdof.gov.uk

For emergencies **outside office hours**, call **020 7008 5000** and ask for the **Global Response Centre**.

Key Guidance and Resources:

1. **Statutory Guidance on Forced Marriage – Multi-Agency Practice Guidelines (Pages 32–35 focus on the role of schools and colleges):**
<https://www.gov.uk/government/publications/forced-marriage>
2. **Forced Marriage: The Right to Choose (Statutory Guidance for Professionals):**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

As part of our safeguarding training, **Education & Bass / Music Technology Club** will ensure that **all staff receive annual training on preventing radicalisation**.

We recognise that **children are vulnerable** to:

- **Extremist ideologies**
- **Radicalisation**
- **Terrorist influences**

Protecting children from these risks is a **core part of our safeguarding approach**, aligned with the government's **Prevent Duty**.

Key Definitions:

- **Extremism:**
Vocal or active opposition to fundamental British values, including **democracy, the rule of law, individual liberty, and mutual respect and tolerance** of different faiths and beliefs. It also includes **calls for violence**, such as threats against members of the armed forces.

- **Radicalisation:**
The process by which an individual **comes to support terrorism** or extremist ideologies associated with terrorist groups.
- **Terrorism:**
Actions intended to:
 - Cause **serious violence** or harm to people
 - Cause **serious damage to property**
 - **Interfere with electronic systems**
 These actions are often intended to **influence governments** or **intimidate the public** for **political, religious, or ideological purposes**.

Recognising Signs of Radicalisation:

There is **no single indicator** of susceptibility to radicalisation. However, staff should be vigilant for:

- **Sudden changes in behaviour or appearance**
- **Isolation from family or friends**
- **Increased interest in extremist ideologies**
- **Expressing intolerant views or using extremist language**
- **Secretive online behaviour, particularly related to extremist websites**

Taking Action:

- **Immediate Concerns:**
If there are concerns that a child is being radicalised:
 1. **Contact the Designated Safeguarding Lead (DSL) or Deputy immediately.**
 2. The DSL will assess the situation and may make a **Prevent referral**.
- **Emergency:**
If there is an **immediate risk of harm**, contact the police via **999**.

Key Guidance and Resources:

1. **Prevent Duty Guidance for Schools and Childcare Providers:**
<https://www.gov.uk/government/publications/prevent-duty-guidance>
2. **Channel Programme (Support for Individuals Vulnerable to Radicalisation):**
<https://www.gov.uk/government/publications/channel-guidance>
3. **Counter-Terrorism and Security Act 2015 (Prevent Duty):**
<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
4. **Let's Talk About It (Raising Awareness of Radicalisation):**
<https://www.ltai.info/>

Further Advice:

For expert advice on the **Prevent Duty** or concerns about radicalisation, contact your **local Prevent team** through your local authority or the police.

Prevent Duty

Education & Bass / Music Technology Club recognises its duty under **Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015)**, which requires schools, colleges, and other educational institutions to have "**due regard to the need to prevent people from being drawn into terrorism.**" This duty is known as the **Prevent Duty** and is an integral part of our wider safeguarding responsibilities.

Key Responsibilities:

- The **Designated Safeguarding Lead (DSL)** and any **Deputy DSLs** are responsible for being familiar with national procedures for making a **Prevent referral**.
- The Prevent Duty is embedded within Education & Bass / Music Technology Club's overall safeguarding framework.

Prevent Duty Guidance:

Designated Safeguarding Leads and other senior leaders will familiarise themselves with the most recent guidance:

- **Prevent Duty Guidance:**
<https://www.gov.uk/government/publications/prevent-duty-guidance>
(Refer specifically to paragraphs 57–76, which focus on schools and childcare settings.)
- **Prevent Duty Guidance for Further Education Institutions in England and Wales:**
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Four Key Areas of the Prevent Duty:

1. **Risk Assessment:** Identifying individuals at risk of radicalisation.
2. **Working in Partnership:** Collaborating with local safeguarding partners and authorities.
3. **Staff Training:** Providing staff with the knowledge to identify signs of radicalisation and understand referral procedures.
4. **IT Policies:** Implementing effective measures to prevent access to extremist content online.

Additional Resources:

- **Keeping Children Safe in Education (2023):**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Channel Programme

The **Channel Programme** is a **voluntary, confidential early intervention** programme designed to provide support to individuals identified as being vulnerable to radicalisation.

Key Points:

- **Prevent referrals** may be referred to a **multi-agency Channel Panel**, which assesses the risk and determines the appropriate support needed.
- A representative from Education & Bass / Music Technology Club may be invited to attend Channel Panel meetings to contribute to the assessment process.
- **Participation in the Channel Programme is entirely voluntary** at all stages.

When to Refer:

The **DSL or senior staff** will determine when it is appropriate to refer an individual to the Channel Programme.

Further Information:

- **Prevent and Channel Duty Toolkit for Schools:**
<https://www.gov.uk/government/publications/channel-guidance>
- **Channel Guidance:**
<https://www.gov.uk/government/publications/channel-guidance>
- **Channel Referral Process:**
<https://www.gov.uk/government/publications/channel-guidance>

For additional advice regarding the Prevent Duty and Channel Programme, refer to:

- **Home Office Prevent Resources:**
<https://www.gov.uk/government/collections/counter-terrorism-support-for-education-sector>

Allegations Against Other Pupils (Peer-on-Peer Abuse)

Occasionally, allegations of a **safeguarding nature** may be made by a student against another student. This could include:

Types of Abuse:

1. **Physical Abuse:**

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

2. **Emotional Abuse:**

- Blackmail or extortion.
- Threats and intimidation (including racist, homophobic, or religious abuse, and cyberbullying).
- Isolating an individual from social activities.
- Exploiting situations that coerce others into unwanted actions (e.g., sexting).

3. **Sexual Abuse:**

- Indecent exposure, sexual assault, or encouraging others to engage in such activity.
- Forcing others to watch pornography or participate in sexting.

4. **Sexual Exploitation:**

- Encouraging inappropriate sexual behaviour.
- Photographing or filming indecent acts.

(For more information on sexual abuse and exploitation, refer to the relevant safeguarding section.)

Procedure for Allegations Against Pupils:

1. **Immediate Reporting:**

- Report concerns to the **DSL at the school** and the **Education & Bass / Music Technology Club DSL**.
- For off-site activities, inform the **Education & Bass / Music Technology Club DSL** immediately.

2. **Record Keeping:**

- Make a **factual, objective record** of the allegation without investigating further at this stage.

3. **Consultation with the Integrated Front Door (IFD):**

- The DSL will contact the **Integrated Front Door (IFD)** to discuss the case.

4. **Referral:**

- If appropriate, the DSL will make a referral following the IFD's advice.

5. **Police Involvement:**

- If a potential criminal offence is identified, the IFD will consult with the **police**.

6. **Parental Involvement:**

- **Inform the parents** of both the alleged victim and the accused, unless doing so would place the child at risk.
- If unsure, seek professional advice.

7. **Ongoing Support:**

- Maintain accurate records of the concern.
- Provide appropriate support to both the alleged victim and the accused.

8. **Exclusion (If Necessary):**

- Consider **temporary exclusion** if it is required to safeguard other students.

Key Resources and Contacts:

- **Counter-Terrorism and Security Act 2015 (Prevent Duty):**
<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

- **Prevent Duty Guidance:**
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Channel Guidance:**
<https://www.gov.uk/government/publications/channel-guidance>
- **Keeping Children Safe in Education (2023):**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **National Counter Terrorism Security Office:**
<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

For **immediate safeguarding concerns**, contact emergency services via **999** if a child is in immediate danger.

Children with Family Members in Prison

- **Staff Awareness:**
Staff are aware of the additional challenges faced by children who have a parent or carer sent to prison. We recognise that this could well be an adverse childhood experience and acknowledge that such children are at risk of poor outcomes, including poverty, stigma, isolation, and poor mental health.
- **Support Guidance:**
NICCO (National Information Centre on Children of Offenders) provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children. We will work in accordance with that guidance, found here:
<https://www.nicco.org.uk/>, 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:

<https://www.gov.uk/bullying-at-school/the-law>

Support for victims of significant bullying can also be provided by the local Early Help hub and by visiting Your Space:

<https://www.yourspacesussex.co.uk/>

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

We are familiar with the guidance and information contained in Part 5 of Keeping Children Safe in Education (KCSiE) 2023, and also the Department for Education (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 in managing cases of sexual violence and harassment between pupils.

At Education & Bass / Music Technology Club, we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults and other pupils.

- **Behaviour Policies:**

We recognise that some pupils may 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 acknowledge that some allegations may be of such a serious nature that they may raise safeguarding concerns.

- **Child-on-Child Abuse Awareness:**

All staff should recognise that children are capable of abusing their peers. All our staff must be clear about Education & Bass / Music Technology Club's policy and procedures regarding child-on-child abuse.

- **Prevention and Reporting Systems:**

We will ensure our policy includes procedures to minimise the risk of child-on-child abuse. We recognise and will ensure that systems are in place (well-promoted, easily understood, and accessible) for children to confidently report abuse, knowing their concerns will be taken seriously.

We understand that organisations failing to recognise, acknowledge, or understand the scale of harassment and abuse—or downplaying behaviours related to abuse—can lead to a culture of unacceptable behaviour, an unsafe environment, and in worst cases, normalisation of abuse where children do not feel empowered to report it. We will foster a positive culture of challenge and reporting at Education & Bass / Music Technology Club.

Recognising and Responding to Abuse

- **Understanding Barriers to Disclosure:**

We recognise that children may not find it easy to verbally disclose abuse. Children can show signs or act in ways that they hope adults will notice and respond to. In some cases, the victim may not make a direct report. A friend may report it, or staff may overhear a conversation suggesting harm. Staff may also observe behavioural changes indicating abuse.

- **Immediate Action:**

As per this policy, if staff have any concerns about a child's welfare, they should act immediately rather than wait for a disclosure.

- **Safeguarding Principles:**

Staff must act in the best interests of the child. Schools and organisations should follow general safeguarding principles as outlined throughout this policy. Immediate consideration should be given to how best to support and protect both the victim and the alleged perpetrator(s), as well as any other children involved or affected.

Zero-Tolerance Approach

- **Non-Negotiable Standards:**

The starting point for any report must always be a **zero-tolerance approach** to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

It is especially important not to dismiss incidents as “banter,” “just having a laugh,” “part of growing up,” or “boys being boys,” as this can foster a culture of unacceptable behaviour and an unsafe environment.

Scope of Sexual Violence and Harassment

Education & Bass / Music Technology Club recognises that sexual violence and harassment can occur:

- Between two children of any age or sex;
- Involving a group of children sexually assaulting or harassing a single child or group of children.

Impact on Victims

Children who are victims of sexual violence and harassment will likely find the experience distressing, potentially affecting their educational attainment. Sexual violence and harassment exist on a continuum, may overlap, and can occur both online and offline (physical or verbal). **They are never acceptable.**

- **Support for Victims:**
It is critical that all victims are taken seriously and provided with appropriate support.

Vulnerable Groups

Staff should be aware that some groups are potentially more at risk:

- **Girls,**
- **Children with Special Educational Needs and Disabilities (SEND),**
- **LGBT children.**

Staff Responsibilities

Our staff will recognise the importance of:

- Making clear that **sexual violence and harassment are not acceptable**, will never be tolerated, and are not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or harassment as “**banter,**” “**part of growing up,**” “**just having a laugh,**” or “**boys being boys.**”
- Challenging potentially criminal behaviours, such as:
 - Grabbing bottoms, breasts, or genitalia,
 - Flicking bras,
 - Lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

Recognising Child-on-Child Abuse

We recognise the **gendered nature** of child-on-child abuse (i.e., girls are more likely to be victims, and boys are more likely to be perpetrators). However, **all child-on-child abuse is unacceptable** and will be taken seriously.

- **Forms of Peer-on-Peer Abuse:**

- Bullying (including cyberbullying),
- Sexual violence and harassment,
- Consensual and non-consensual sharing of nudes or semi-nude images/videos (also known as sexting or youth-produced sexual imagery),
- Coercing someone into sexual activity without consent,
- **Upskirting** (taking images under someone's clothing without consent),
- Initiation/hazing-type violence and rituals.

Preventing Child-on-Child Abuse

At **Education & Bass / Music Technology Club**, we are committed to creating a safe environment where all children feel secure, valued, and respected. We will:

- **Encourage Open Communication:**

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed, and valued.

- **Clear Support Processes:**

Establish clear processes outlining how victims, perpetrators, and any other child affected by child-on-child abuse will be supported.

- **Zero Tolerance for Abuse:**

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."

- **Gendered Nature of Abuse:**

Recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), while understanding that **all** child-on-child abuse is unacceptable and will be taken seriously.

Sexual Violence – Rape & Sexual Assault, Including by Penetration

We recognise the importance of staff being aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referencing offences under the **Sexual Offences Act 2003**.

- **Rape:**

A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus, or mouth of another person (B) with their 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. Key points to remember include:

- Consent can be given for one type of sexual activity but not another (e.g., consent to vaginal sex does not imply consent to anal sex).
- Consent can be withdrawn at any time during sexual activity and each time the activity occurs.
- A person consents to sexual activity only if they agree **by choice** and have the freedom and capacity to make that choice.

Further guidance on consent can be found via the **Sexual Offences Act 2003**:

<https://www.legislation.gov.uk/ukpga/2003/42/contents>

Sexual Harassment

Sexual harassment refers to “**unwanted conduct of a sexual nature**” that can occur both online and offline. It is likely to violate a child’s dignity, make them feel intimidated, degraded, or humiliated, and/or create a hostile, offensive, or sexualised environment.

Examples of sexual harassment include:

- **Verbal:**

- Telling sexual stories
- Making lewd comments
- Sexual remarks about clothing or appearance
- Calling someone sexualised names

- **Physical:**

- Deliberately brushing against someone
- Interfering with someone’s clothes
- Displaying pictures, photos, or drawings of a sexual nature\

- **Online:**

- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments/messages via social media
- Sexual exploitation, coercion, and threats

For more information, refer to the **DfE Guidance on Sexual Violence and Sexual Harassment: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>**

Upskirting

We recognise that **upskirting** is a criminal offence under the **Voyeurism (Offences) Act 2019**. It typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause humiliation, distress, or alarm.

- Allegations of upskirting will be treated seriously and responded to as any other disclosure of potential abuse.
- We will follow the principles for responding to reports of sexual violence and harassment and seek advice from **Integrated Front Door (IFD)** when necessary.

More information can be found here:

<https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted>

Sharing Nudes and Semi-Nude Images

We recognise the **Department for Digital, Culture, Media & Sport (DCMS)** and the **UK Council for Internet Safety (UKCIS)** guidance on sharing nudes and semi-nude images:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings>

This guidance categorises incidents involving under-18s into two broad areas:

- **Aggravated Incidents:**
 - Involvement of an adult
 - Youth-only incidents with intent to harm (e.g., blackmail or exploitation)
 - Youth-only incidents with reckless misuse (e.g., sharing without consent but no intent to harm)
- **Experimental Incidents:**
 - Shared within a romantic context
 - Shared for attention-seeking purposes
 - Other reasons without malicious intent

Response to Incidents

- **Aggravating Factors Present:**
If aggravating factors are identified, the matter will be referred to the police (via **101**) and **IFD**.

- **No Clear Aggravating Factors:**
Where no aggravating factors are present, we will assess whether a safeguarding referral to **IFD** is still appropriate, seeking advice if needed.

Staff will be fully trained on handling disclosures related to image-sharing, following the **UKCIS guidelines**.

14. DEALING WITH A DISCLOSURE

At **Education & Bass / Music Technology Club**, we are committed to creating a safe environment where children feel empowered to speak to a trusted adult if they have any concerns. We ensure that all staff, including volunteers, are equipped with the knowledge and skills to respond appropriately if a child discloses abuse or harm.

If a Child Discloses Abuse

When a child chooses to disclose, it is vital to handle the situation with care, sensitivity, and professionalism. Staff should follow these steps:

- 1. Listen and Accept:**
Accept what the child says without expressing shock or disbelief.
- 2. Stay Calm:**
Remain composed and allow the child to speak at their own pace. Do **not** press for details.
- 3. Avoid Leading Questions:**
Do **NOT** ask leading questions like, "Did X touch you there?"
Instead, use **open-ended questions** such as:
 - "Can you tell me what happened?"
 - "Describe what happened."
 - "What happened next?"
- 4. Use Age-Appropriate Language:**
Speak in language the child understands, avoiding jargon or complex terminology.
- 5. Avoid Blame:**
Refrain from asking questions that may place guilt on the child, such as, "Why didn't you tell me sooner?"
You may ask gently, "Have you spoken to anyone else about this?"
- 6. Acknowledge Their Courage:**
Validate the child's feelings by saying something like, "You've been really brave to tell me this."
- 7. Avoid Criticising the Alleged Perpetrator:**
The child may have an emotional attachment to the person involved.
- 8. Do Not Promise Confidentiality:**
Reassure the child that they've done the right thing by speaking up, but **never promise to keep the disclosure a secret**.
Explain:

- Who you need to tell (the **Designated Safeguarding Lead**).
- Why you need to share this information.
- What might happen next, depending on the child's age and understanding.

9. Avoid Making Unrealistic Promises:

Do **NOT** say things like, "Everything will be okay now," or "I'll stay with you all the time."
Only promise what you can deliver.

Recording Information

Accurate record-keeping is crucial as these records may be used in legal proceedings.

- **Make Notes Immediately:**

Record details as soon as possible after the disclosure. Include:

- Date, time, and location of the disclosure.
- The context in which the disclosure happened.
- The child's exact words (use quotation marks where applicable).
- Factual observations without assumptions or personal opinions.

- **Document Physical Evidence Carefully:**

- If the disclosure involves physical injury, describe it in detail (e.g., "bruising on the right arm above the elbow").
- Use **body maps** if appropriate to indicate injury locations.
- **Do NOT take photographs** under any circumstances.

- **Non-Verbal Cues:**

Record any non-verbal behaviour (e.g., body language, emotional responses) observed during the disclosure.

- **Include Witness Details:**

Note if anyone else was present during the disclosure or when the notes were made.

- **Securely Pass the Record:**

Submit your written notes to the **Designated Safeguarding Lead (DSL)** as soon as possible.

Support for Staff

We acknowledge that dealing with a child's disclosure of abuse can be distressing and emotionally challenging. **Education & Bass / Music Technology Club** is committed to supporting staff by:

- Providing an opportunity to debrief with the **Designated Safeguarding Lead**.
- Offering access to additional support services, including counselling if needed.
- Encouraging staff to discuss their feelings and seek advice in a confidential setting.

Staff should never feel isolated in managing safeguarding concerns—support is always available.

15. RECORD KEEPING

At **Education & Bass / Music Technology Club**, effective record-keeping is essential for safeguarding and child protection. Accurate, detailed, and secure records ensure that children at risk receive the appropriate support and interventions in a timely manner.

Child Protection Files

1. Secure Storage:

Records kept for child protection purposes must be stored securely, separate from other educational or administrative records. Access is strictly limited to staff who require it for safeguarding or monitoring purposes.

2. Individual Files:

Each child must have a separate file to maintain confidentiality and ensure clarity in case management.

3. Accuracy and Timeliness:

All entries must be:

- **Accurate, factual, and objective.**
- **Legible and clearly written.**
- **Recorded as soon as possible** after a concern has been raised.

4. Paper and Digital Records:

- Where digital systems are used, staff must still have access to **paper forms** to document immediate concerns, including conversations with a child or body map drawings.
- **Paper records** must be retained within the file, even if scanned into a digital system.

5. Siblings' Records:

- If safeguarding concerns involve siblings, **each child must have an individual file**, with cross-references to their siblings' files where relevant.

6. Chronology of Events:

Each file should contain a **chronology** of significant events and actions to:

- Provide an overview of concerns.
- Assist in the timely assessment of risks.
- Support decision-making processes.

7. Key Contact Information:

All files must include **up-to-date contact details** for key professionals involved with the child, such as social workers, health professionals, or external agencies.

Allegations Against Staff Records

1. Secure Storage:

Records relating to allegations against staff must be kept **securely and confidentially**, separate from other personal files.

2. Restricted Access:

Access is limited to those directly involved in:

- Legitimate investigations.
- Safeguarding processes.
- Organisational reviews related to the case.

3. **Retention of Records:**

- Allegation records must be retained even if the staff member leaves the organisation.
- This is critical for future safeguarding inquiries or reference checks.

16. **MANAGING PROFESSIONAL DIFFERENCES AND CONCERNS**

Safeguarding decisions sometimes involve complex situations where professionals may hold differing views. At **Education & Bass / Music Technology Club**, we are committed to resolving such differences in a constructive, child-centred manner.

Addressing Professional Differences

- When professionals disagree on safeguarding responses, the **Designated Safeguarding Lead (DSL)** will:
 1. **Assess the potential impact** of differing opinions on the child's safety and well-being.
 2. **Prioritise the child's best interests** in all decision-making processes.
 3. **Seek resolution through discussion** with the involved parties.

Escalation Process

- If concerns remain unresolved after internal discussions, the DSL will initiate the **Managing Professional Differences Protocol**, ensuring that safeguarding decisions are not delayed.

Guidance on Managing Professional Differences

- For more detailed information, refer to the **Managing Professional Differences Protocol** available on the UK Government's official safeguarding resources:
<https://www.gov.uk/government/organisations/department-for-education>

17. **HEALTH AND SAFETY**

At **Education & Bass / Music Technology Club**, we are committed to safeguarding the physical and emotional well-being of all children, young people, and staff involved in our programmes. Our **Health & Safety Policy**, outlined in the Staff Handbook, reflects the comprehensive measures we take to protect children:

- **Physical Safety:** This includes safety protocols during all activities, both on-site and off-site, to minimise risks of accidents or harm.
- **Online Safety:** We prioritise the security and well-being of children during online sessions, with robust internet safety protocols to prevent exposure to inappropriate content or online abuse.
- **Off-Site Visits:** Risk assessments are conducted for all off-site activities, ensuring the safety of all participants through careful planning, appropriate supervision ratios, and emergency procedures.

All staff are expected to familiarise themselves with our Health & Safety Policy and adhere to its guidelines to maintain a secure learning environment.

18. SAFE CODE OF CONDUCT

At **Education & Bass / Music Technology Club**, we expect all staff, tutors, and volunteers to maintain the highest standards of professional conduct, ensuring that children and young people are treated with respect, dignity, and fairness at all times.

Position of Trust

Staff members hold positions of trust and influence when working with children and young people. This responsibility must be approached with the utmost integrity, ensuring that power is never abused, either intentionally or unintentionally.

General Principles

- Value and respect every child as an individual.
- Foster an environment where children feel safe, supported, and heard.
- Maintain professional boundaries at all times.

Working with Children: Best Practices

- **Supervision:**
 - Wherever possible, ensure that more than one adult is present during activities with children.
 - Avoid one-to-one situations unless absolutely necessary. If unavoidable, ensure you are **visible, audible, and easily accessible** to others.
- **Visibility:**
 - Work in open spaces or rooms with glass panels.
 - If working after hours, inform colleagues of your location.
- **Physical Contact:**
 - **No-touch policy:** Avoid unnecessary physical contact with children.
 - In situations where physical intervention is required to prevent harm, use **the minimum force necessary**.
 - If you are a qualified first-aider, limit physical contact to what is necessary for treatment.
 - Respond appropriately to accidental or unsolicited physical contact to avoid discomfort or misunderstanding.
- **Incident Reporting:**
 - Report any accidents or incidents immediately to the relevant school or Education & Bass / Music Technology Club manager.
 - Submit a written account to the **Designated Safeguarding Lead (DSL)** on the same day.

Professional Boundaries

- **Maintain Professional Distance:**
 - Avoid forming personal relationships with students outside of work.
 - Do not develop or engage in social relationships with children, whether in person or online.
 - Refrain from having favourites or displaying preferential treatment.
- **Communication:**
 - **Do not contact children** via personal phone, email, text, or social media.
 - All communication should be professional and through approved organisational channels.
- **Transport:**
 - Do not give lifts to children in your personal vehicle.
 - Do not take children to your home under any circumstances.
- **Meetings:**
 - Do not arrange to meet children outside of your professional responsibilities.

Gifts, Money, and Favouritism

- **Gifts:**
 - Do not give or lend money, gifts, or personal items to children.
 - Modest end-of-term tokens from pupils' families may be accepted with discretion.
- **Receiving Money or Gifts:**
 - Never accept money or significant gifts from children.
- **Exceptions:**
 - If a situation arises where giving money is unavoidable (e.g., for emergency travel costs), ensure:
 - Another staff member is informed.
 - A written record is made, detailing the circumstances.
 - The information is shared with the relevant **Education & Bass / Music Technology Club manager** immediately.

Identification and Accountability

- Always wear your **Education & Bass / Music Technology Club identification badge** when working with children.
- Be vigilant about your own conduct and that of your colleagues.

- If you observe behaviour that could be misinterpreted or inappropriate, report your concerns to the DSL immediately.

Final Statement

At **Education & Bass / Music Technology Club**, we expect all staff to uphold this **Safe Code of Conduct** as part of their professional duty. Adherence to these principles ensures the safety, well-being, and dignity of every child and young person we work with.

End of Policy.