



SoundSkool Safeguarding & Prevent Policy 2023


Created by	Date approved	Signed	Date of Next Review
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Safeguarding Policy

Safeguarding is the responsibility of every practitioner at SoundSkool. We all have a crucial role in promoting and fostering an environment in which all students and the wider college community feels protected.

As a college we have a duty to safeguard and promote the welfare and safety of all children and vulnerable adults in accordance with the Department for Education's (DfE) 'Keeping Children Safe in Education' 2023 (KCSIE) guidance and actively work in partnership with external agencies and our safeguarding partners, in line with 'Working Together to Safeguard Children' 2018 statutory guidance.

The college demonstrates its safeguarding commitment through continuous staff training, student personal development and continuous review of our safeguarding practices to ensure achievement, success and future progress,

This policy clearly sets out the procedures and safeguarding protocols which should be followed by college staff, advisory board members, volunteers, employers and sub-contractors, including visitors and parents/carers Keeping Children Safe in Education 2023 Part 1.

The below list of college policies should be read alongside the Safeguarding Policy for further information and guidance related to our safeguarding procedures.

1. Introduction

This document is the Safeguarding Policy for SoundSkool Music College which will be followed by all members of the organisation and followed and promoted by those in the position of leadership within the organisation.

- 1.1. SoundSkool aims to adopt the highest standards and take all reasonable steps in relation to the safety and welfare of children and young people in respect of its college provision.
- 1.2. There are many areas of potential overlap with a range of other policies. These can be referenced in the relevant paragraphs. When working within college's the checklist is not exhaustive, but serves as an example of how SoundSkool can challenge and monitor procedures and gather evidence of its effectiveness in safeguarding.
- 1.3. The **Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how relevant organisations will co-operate to safeguard and promote the welfare of children and ensure the effectiveness of what they do.
- 1.4. This document is an overview of safeguarding work. In the case of any serious incident SoundSkool will always make reference to formal LSCB guidance. Procedures can be accessed through liaison with the relevant Local Authority's Child Protection Officer and the School/organisation.

2. Procedures



2.1. "Every Child Matters"

When the government published "Every Child Matters" it raised 5 key issues that were deemed essential to the complete development of each and every child.

These issues stated that every child must:

- be and stay safe
- be healthy
- be able to enjoy and achieve
- be able to achieve economic well-being
- make a positive contribution

There was a clearly stated need that, while each area of society has an important part to play in child development, schools/organisations must embrace the document both individually and collaboratively.

3. Awareness and Prevention

3.1. The government has published a policy "Safeguarding Children and Safer Recruitment in Education" (Departmental of Children Schools and Families - 2006) and SoundSkool has used this in formulating its own safeguarding statement.

3.2. The definition of Safeguarding Children that schools/organisations work to is: 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.' (Reference Stay Safe Action Plan DCSF 2008)

This definition covers the full spectrum of safeguarding:

- ❖ **Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all children
- ❖ **Targeted safeguarding** – Some groups of children and young people are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm. This group includes children with additional needs or children in need as defined by the Local Safeguarding Children's Board Policies and Procedures
- ❖ **Responsive safeguarding** – Unfortunately, no matter what we do; there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens to support the child(ren) and deal with those who harm them. The children in this group are children in need of protection. (Reference Stay Safe Action Plan DCSF 2008)



4. Support within Agencies

Practitioners and support staff should raise all child safeguarding concerns with the Designated Safeguarding Lead (DSL), in the absence of the DSL the Deputy DSL. Line managers must be informed of all child protection issues, including those that have been notified to the Designated or Named Officer. If the line manager is not available, the manager covering their responsibilities must be informed. If no-one is available, advice must be sought direct from Children's Social Care. If staff are in any doubt they must always seek guidance.

5. Recognition of Abuse or Neglect

Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children or young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

5.1. 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 or young person.

5.2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

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

5.3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.



5.4. Neglect

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

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

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

Individuals within the organisation need to be alert to the potential abuse of children or young people both within their families and also from other sources including abuse by members of that organisation.

The organisation should know how to recognise and act upon indicators of abuse or potential abuse involving children or young people and where there are concerns about a child's welfare. There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child or young person in accordance with these procedures.

6. Procedure

6.1. Responding to a Disclosure

If someone reports that they, or someone they know, is being abused SoundSkool will;

- ❖ Believe what the person is saying and take it seriously.
- ❖ Reassure the person who has made the disclosure to you that they have done the right thing.
- ❖ Give the child or young person time to talk and do not probe or ask leading questions. Investigation is not your responsibility.
- ❖ Not promise to keep secrets. All allegations of harm or potential harm must be acted upon.
- ❖ Explain to the child or young person that you will share this information with a Senior Management member of the school or organisation who will ensure the appropriate procedures will be followed.
- ❖ Record the event in accordance with SoundSkool's policy procedure.



- ❖ The timing of referrals must reflect the perceived risk, and should normally be within one working day of recognition. If, for any reason, we cannot contact the designated or named officer, we should go ahead and contact Children's Social Care.
- ❖ Under no circumstances should we speak to or confront the abuser. Do not share suspicions or information with any other person other than Senior Management, Children's Social Care and the Police. Information given to Children's Social Care or the Police will be taken seriously, handled sensitively and shared only on a 'need to know' basis, wholly to protect the child or young person. However, in order to ensure that children are safeguarded on the basis of proper evidence, the source of the referral cannot be kept anonymous.

7. Support for Learners who may have suffered abuse and neglect

SoundSkool will endeavour to support children or young people through: -

- ❖ Supporting the appropriate assessment of their needs.
- ❖ The SoundSkool's ethos, which promotes a positive, supportive and secure environment and gives children and young people a sense of being valued.
- ❖ SoundSkool's behaviour policy will ensure that learners know that some behaviour is unacceptable and will also ensure that targeted help is given to learners in managing their conduct.
- ❖ SoundSkool's Anti-Bullying Policy is also aimed at protecting vulnerable learners who may have been victims of abuse
- ❖ Liaison with other agencies that support the child or young person such as, Children's and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.

7.1. Acting on Concerns Regarding an Adult's Behaviour

If there are any concerns about an adult's behaviour towards children or young people (not an employee or volunteer working for the agency): SoundSkool will endeavour to;

- Not ignore it and take any concerns very seriously.
- Discuss concerns with the designated or Named Officer or School/organisation Management, who will support in liaising with the statutory agencies should any child protection matter arise.
- Confront the adult, but seek the advice of the Named Officer or School/organisation Management. If they are not available seek advice from Children's Social Care.

7.2. Acting on Allegations against any Employee or Volunteer Working for your Agency

- ❖ If we believe there is a child or young person protection issue directly relating to an employee or volunteer working for SoundSkool the designated or Named Officer for child protection must be informed. All such allegations or concerns should be referred to and discussed with the person with specialist



responsibility for child protection and safeguarding. They will refer on to the Safeguarding Team. In most cases, a child protection strategy meeting will be called to discuss how to proceed with regard to police investigation, child protection enquiries and/or disciplinary investigation.

❖ All allegations, even those that appear less serious, need to be followed up and examined objectively by someone independent of the organisation concerned. All allegations will be considered by the Local Authority Designated Officer, who acts for the LSCB agencies to monitor allegations and ensure that the actions in response to the allegation are in accordance with the Child Protection Procedures.

8. The Health and Safety Policy

8.1. SoundSkool adopts to the school/organisation Health and Safety Policy. This is monitored by the Head of College. A copy of such policies can be viewed by arrangement.

8.2. Risk Assessment is undertaken for activities, visits and trips (Risk Assessments are shown on request).

9. First Aid

9.1. Two members of staff are First Aid trained. There are first aid kits situated around college. When a child or young person is poorly, or has suffered an accident on Soundskool site there is a protocol for staff to follow:

- A person trained in first aid is consulted.
- The incident is logged in the accident book.
- For head injuries a note to parents or carers is issued.
- If there is any doubt at all a parent or carer is contacted.
- We comply with the Department for Children Schools and Families (DCSF) guidelines on administering medicines.

9.2. For matters of an intimate nature, staff are instructed to deal with a child or young person with utmost sensitivity and always to seek guidance from the Head of College or Wellbeing Officer. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.

10. Staff Conduct

The following guidelines apply to all employees and volunteers whether acting in a paid or unpaid capacity:

- ❖ Always avoid unnecessary physical contact.
- ❖ Wherever possible avoid taking a child or young person alone in a car, however short the journey.
- ❖ Do not take a child or young person to the toilet unless another adult is present or only if another adult is aware.
- ❖ If you find you are in a situation where you are alone with a child or young person make sure that others can clearly observe you.



- ❖ Maintain appropriate relationships with a child or young person or vulnerable adult.
- ❖ Do not divulge personal contact details such as email address or telephone number.
- ❖ Do not make suggestive or inappropriate remarks to/or about a child or young person, even in fun, as this could be misinterpreted.
- ❖ If a child or young person or vulnerable adult makes any kind of accusation regarding a member of staff, you should report this immediately to the DSL or Wellbeing Officer.
- ❖ Participate in any training which is available to you to support you in your work with children or young person
- ❖ Remember that those who abuse children or young people and vulnerable adults can be of any age (including other children or young person and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- ❖ Good practice includes valuing and respecting children or young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct - which would exclude bullying, aggressive behaviour, racism, sectarianism or sexism.
- ❖ Except in the case of an emergency, no employee should be alone with an individual attendee.

11. Training

The Head of College who is responsible for child protection training within SoundSkool will monitor attendance at relevant training to ensure all relevant staff are aware of the procedures and have received relevant training.

12. E-Safety

Children and young people can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to potential risks children or young people may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:

- ❖ **Content** – e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse);
- ❖ **Contact** – e.g. grooming using communication technologies leading to inappropriate behaviour or abuse;



- ❖ **Commerce** – e.g. exposure to inappropriate advertising, online gambling, identity theft and financial scams;
- ❖ **Culture** – e.g. bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams;

Addressing these issues through training for staff and volunteers, and awareness raising with service users, or members of the community, will be undertaken by the SoundSkool. If there is any indication that a child or young person is experiencing difficulties in this area (for instance if they are reported to be spending long periods of time using a PC on their own or if they appear unnecessarily defensive, secretive or anxious about their PC use), then this must be taken seriously.

13. **Prevent Policy**

Protecting Children and Young People from Extremism and Radicalisation

SoundSkool has a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy, published by the Government in 2011 is part of an overall counter terrorism strategy CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism activity. This has raised a specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally, there have been situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. Such views include justifying political, religious, sexist or racist violence, or to steer individuals into a rigid and narrow ideology that is either vocal or active opposition to fundamental British values including embracing diversity and mutual respect and tolerance of different faiths and beliefs.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- ❖ **SoundSkool** values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Children, and young people have the right to speak freely and voice their opinions however, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and/or harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion
- ❖ The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.



- ❖ SoundSkool is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- ❖ SoundSkool seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, Far Right, Neo Nazi or White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups or extremist Animal Rights movements.

Links to other policies

Policy Statement links to the following policies:

- ❖ Safeguarding
- ❖ Equality and Discrimination Policy
- ❖ Anti-Bullying Policy
- ❖ Positive Behaviour Policy

Aims and Principles

To ensure all staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.

The principle objectives are that:

Definitions

- ❖ **Radicalisation** refers to the process by which a person comes to support terrorism and extremism leading to terrorism (**Indicators of Vulnerability to Radicalisation**).
- ❖ **Extremism** is defined by Government in the prevent strategy as: 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. Also include in the definition of extremism calls for the death of members of our armed forces (**Indicators of Vulnerability to Radicalisation**).
- ❖ **Terrorism** is defined by Government as “The use of violence in order to accomplish political, religious or social objectives”. Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.

Procedures for referrals

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

When any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL or Wellbeing Officer They will be responsible for contacting the Police Prevent Team who will assess whether the child or young person may be at risk of radicalisation, and where relevant, the Police Prevent Team will refer them to the Local Authority Channel Panel (**Indicators of Vulnerability to Radicalisation**).



Children and young people are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Staff Training

SoundSkool will ensure that staff have 'due regard to the need to prevent people from being drawn into terrorism'. They are aware of the threats, risks and vulnerabilities that are linked to radicalisation and they understand the signs that someone may be vulnerable to radicalisation.

Training may be undertaken via a briefing, e-learning or a face to face workshop to raise awareness of Prevent (WRAP) session.

Policy Review

This policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children and young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that all childcare provider staff are able to recognise those vulnerabilities.



6. Indicators of vulnerability include:

Identity Crisis – the child or young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the child or young person may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the child or young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the child or young person may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – this may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – child or young person may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children or young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



14. Safeguarding and Prevent Contacts

SoundSkool

Akilah Balogun

Designated Safeguarding Lead
07907 761 480

Natasha Kabak

Deputy Designated Safeguarding Lead
07729 908 282

Giza Smith

Welfare Lead

Islington Council Safeguarding Contacts

Laura Eden

Director of Safeguarding
0207 527 8066
laura.eden@islington.gov.uk

Children's Social Care,

0207 527 7400 (all hours).

Local Authority Designated Officer

0207 527 8102

Principal Officer

Safeguarding in Education
0207 527 5845

Young People Services

Senior Designated Officer
0207 527 5880

Police

Police Referrals - Child Abuse Investigation Team (CAIT)

0208 733 6495
0208 733 6500

Prevent advice line 0800 011 3764