SAFEGUARDING AND CHILD PROTECTION POLICY: Music Masters

September 2026

Section 1: Safeguarding and Child Protection Policy

1.1 Introduction

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

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

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

Music Masters Music Masters works in accordance with the principles and safeguarding expectations set out in Keeping Children Safe in Education 2026 (KCSIE 2026), which comes into force on 1 September 2026. Where Music Masters delivers services within schools, staff must also follow the safeguarding and child protection procedures of the relevant school. All Music Masters staff and volunteers are expected to read and understand the safeguarding information set out in Part One of KCSIE 2026, where applicable to their role, alongside this policy and relevant Music Masters and school safeguarding procedures. Music Masters Designated Safeguarding Lead (DSL) is Ashley Roye, Schools Programme Manager.

The Deputy Designated Safeguarding Leads (DDSLs) are Dafydd Evans, Head of Schools and Creative Programmes and Roz De Ville, Chief Executive Officer.

The Lead Safeguarding Trustee (LST) is Steven Berryman, Music Masters Trustee.

This policy has been reviewed by the DSL, DDSL, LST and CEO.

This policy was reviewed and agreed in September 2026 following the publication of KCSIE 2026. It will be reviewed at least annually and updated sooner where legislation, statutory guidance, local safeguarding arrangements or Music Masters' safeguarding procedures change

DSL Signature:



Ashley Roye (Schools Programme Manager/Designated Safeguarding Lead)

1.2 Policy Statement

This Policy applies to all staff, including senior managers, the board of trustees, employees, volunteers and sessional workers, agency staff, interns, work-experience participants, students or anyone working on behalf of Music Masters.

The aims of this policy are as follows:

- To safeguard children from harm by preventing situations or circumstances.
- To provide protection for the children who receive Music Masters services.
- To allow staff and volunteers to make informed and confident responses to specific child protection issues and to provide guidance on procedures they should adopt in the event that they Suspect a child or young person may be experiencing or be at risk of harm.

Music Masters recognises the following:

- The welfare of the child is paramount.
- All children, whatever their age, culture, ability, gender, language, ethnicity, religious belief, sexuality, and slash or sexual identity, have the right to equal protection from all types of harm and abuse and should be able to participate in music and arts activities in a fun and safe environment.
- Working in partnership with children, their parents, guardians, carers, schools and other agencies is essential in promoting children's welfare.
- Contextual safeguarding means understanding that harm to children may occur beyond their family and home, and that the different relationships children have in their schools, peer groups, online spaces and communities may all affect their safeguarding and well-being.
- Music Masters Safeguarding concerns may arise within families, schools, peer groups, communities, online environments and through wider social influences. Staff should remain alert to risks beyond the immediate Music Masters environment and should report concerns in accordance with this policy.

Music Masters is committed to ensuring that:

- All reasonable steps will be taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately.
- All staff, trustees and volunteers who work with children will be recruited with regard to their suitability for that responsibility and will be provided with guidance via our handbook and compliance training and or specific training in good practice and child protection procedures.
- A strong culture of safeguarding is integrated into all regular team and individual activity such as programme design, data management and event management, and appropriate support and development will be provided to all staff.

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

1.3 Safeguarding roles and responsibilities

Safeguarding is the responsibility of everyone working for or on behalf of Music Masters. Where relevant, safeguarding responsibilities are separately and explicitly defined within the role descriptions of employees and trustees.

The Designated Safeguarding Lead has overall responsibility for coordinating Music Masters' safeguarding arrangements, responding to concerns, maintaining safeguarding records, liaising with schools and external agencies, and ensuring that safeguarding policies and procedures are reviewed.

Deputy Designated Safeguarding Leads provide safeguarding cover and support the DSL in responding to concerns and managing safeguarding arrangements.

All staff and volunteers are responsible for:

- recognising and reporting safeguarding concerns;
- maintaining professional boundaries;
- following Music Masters and relevant school safeguarding procedures;
- completing required safeguarding training;
- recording concerns accurately and promptly;
- sharing safeguarding information appropriately;
- acting immediately where a child is at risk of significant or immediate harm.

Staff must not assume that someone else will report a concern. Responsibility for reporting remains with the person who has the concern.

Section 2: Responding to suspicions and allegations.

2.1 Introduction

It is not the responsibility of anyone working for Music Masters in a paid or unpaid capacity to decide whether child abuse has taken place. However, everyone has a responsibility to act on any concerns through reporting to the appropriate safeguarding lead and, where required, referral to children's social care, the police or another appropriate safeguarding agency so that they can make inquiries and take any necessary actions to protect the young person. This applies **BOTH** to allegations or suspicions of abuse occurring within Music Masters and to allegations or suspicions that abuse is taking place elsewhere. This Section explains how to respond to allegations/suspicions.

2.2 Handling a disclosure or potential concern

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

- **Stay calm** so as not to frighten the young person.
- **Reassure** the child that they are not to blame and that they were right to tell.
- **Listen** to the child show that you are taking them seriously.
- **Keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning, only ask questions to clarify what you have heard them say.
- **Inform** the child that you have to inform other people about what you have, what they have told you. This is paramount. Tell the child this is to help stop the abuse continuing. You should never promise a child that you will not tell anyone about a report of abuse as this may ultimately not be in the best interest of the child.
- **Call** an ambulance or emergency services if the child needs urgent medical attention.
- **Inform** doctors or practitioners of the concern and ensure they are made aware that this is a child protection issue.
- **Record** all information appropriately and securely (see Section 2.4 of this policy)

Any concerns **must** be recorded and reported to the DSL at the relevant school first, where relevant - see Appendix 3 of this policy for contact details, followed by the Music Masters DSL. For more specific scenarios related to in or out-of-school settings, please see Section 2.4.

Staff should not investigate a safeguarding concern themselves. They should listen carefully, avoid leading questions, establish only enough information to understand the concern, and report it immediately through the appropriate safeguarding route.

In all cases, if you are unsure what to do, you can call the NSPCC 24 hour helpline on 0808 800 5000

2.3 DSL availability and cover

Music Masters will maintain clear arrangements for safeguarding cover when the DSL is unavailable, including during evenings, weekends, school holidays and Music Masters events taking place outside normal working hours.

Staff must never delay reporting a concern because the DSL is unavailable. The DDSLs should be contacted in the first instance. Where no Music Masters safeguarding lead is immediately available, staff should follow the emergency arrangements set out in this policy and seek advice from the relevant school DSL, children's social care, the police or another appropriate safeguarding agency as necessary.

Any concern involving immediate danger or risk of significant harm should be referred to the emergency services without delay.

2.4 Reporting the concern

All concerns, suspicions and allegations arising during Music Masters activity in a school should normally be reported immediately to the relevant school DSL/DDSL and to the Music Masters DSL/DDSL. Where the concern arises outside school or during a Music Masters event or activity, it should be reported to the Music Masters DSL/DDSL and, where relevant, the child's school DSL. Staff must use the most immediate and appropriate safeguarding route and must not delay reporting while attempting to contact a particular individual.

It is recognised that strong emotions can be aroused, particularly in cases where certain types of abuse, such as sexual or physical abuse, are suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

If you have a concern about a primary school child or a primary school child raises A disclosure and this happens during primary school hours at school, you should take immediate action as follows:

1. Report your Concerns to the School DSL/DDSL IN PERSON and follow reporting guidelines as directed.
2. Report your concerns to the Music Masters DSL/DDSL OVER THE PHONE unless they happen to be available in person, and follow reporting guidelines as directed (see 2.4).
3. The DSL at school and Music Masters (or DDSL) should always be available to report a concern to, but in the unlikely event that nobody is available, you should take responsibility and seek advice from the NSPCC helpline on 0808 800 5000, the duty officer at your local social services department (section 2.6) or - if you suspect the child is an immediate nature of harm - the police.

If you have a concern about a primary school child or a primary school child raises its disclosure and this happens outside of primary school hours or in an out of school setting, you should take immediate action as follows:

1. Report your concerns to the School DSL DDSL or Music Masters DSL/DDSL IN PERSON **or** OVER THE PHONE - whichever person is most appropriate. All available contact and follow reporting guidelines as directed (see 2.4). You should endeavour to report both parties as soon as possible.
2. The DSL at school and Music Masters DSL (or DDSL) should always be available to report a concern to, but in the likely event that nobody is available, you should take responsibility and seek advice from the NSPCC helpline on 0808 800 5000, the duty officer at your local social services department (section 2.6) or, if you suspect the child is in immediate danger of harm, the police.

If you have a concern about a non primary school child, such as a graduate or teenager at Music Masters activity or a non primary school child raises a disclosure, you should take immediate action as follows:

1. Report your concerns to the Music Masters' DSL/DDSL IN PERSON **or** OVER THE PHONE and follow reporting guidelines as directed. (see 2.4).
2. The DSL at School and Music Masters (or DDSL) should always be available to report concern to, but in the unlikely event that nobody is available, you should take responsibility and seek advice from the NSPCC helpline on 0808 800 5000, the duty officer at your local social services department (section 2.6) or - if you suspect the child is in immediate danger of harm - the police.

If there is any immediate danger or risk of harm to the child, emergency services may be contacted. In all cases, the DSL at Music Masters and/or the school will consult with the relevant external party to decide on the ports of action. The most common courses of action are.:

- A referral is not required and the school or Music Masters take relevant action according to its safeguarding policy.
- A referral was made. The concerns escalate. This would be to the relevant local social services department or the police (if appropriate). Parents/guardians/carers will normally be informed and involved where appropriate. However, safeguarding concerns may need to be shared with children's social care, the police or another safeguarding agency without parental consent where seeking consent could increase the risk to the child, compromise an investigation, or otherwise be contrary to the child's best interests.
- If a referral is made, a decision should be made within one working day by a social worker about the type of response that is needed. The referrer will be informed of the outcome.

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

Please remember, if there is any doubt, you must report the incident. It may be just one of a series of other incidences which together caused concern. No concern is too small. We must operate under the idea that "it may happen here".

2.5 Recording concerns with Music Masters

Music Masters has a safeguarding, storage and retention policy for concerns and disclosures relating to safeguarding and child protection. Our reporting and recording of concerns operates within the obligations of this policy.

Safeguarding records should include the concern raised, the action taken, the outcome where known, and the rationale for significant safeguarding decisions. Where a decision is made not to make an external referral, the reason for that decision should be recorded.

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure concern by the person who has witnessed the incident or to whom the disclosure has been made. In recording, you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions unless you explicitly record them as such. Reports should be made, where possible, on the relevant schools own disclosure reporting form and handed to the school's DSL or Music Masters' own Safeguarding Concern and Incident Report form which will be made available to all relevant practitioners involved in the concern as detailed. Information could include:

- The child's name.
- Age and date of birth (if known).
- The child's home address and telephone number (if known).
- If you are expressing your concern or that of someone else.
- A description of any visible bruising or injury, location, size, etc. Also any indirect signs such as behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given or what has happened and how any bruising/injuries occurred.
- If the parents/guardians/carers had been contacted and if so, what was said.
- If anyone else has been consulted.
- If anyone has been alleged to be the abuser.

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

Information should be shared on a need-to-know basis and only with those who have a legitimate safeguarding reason for accessing it. Information should be shared promptly where doing so is necessary to protect a child.

The Music Masters DSL will provide clear instruction on how to complete a Safeguarding Concern Incident Report form securely. This will done through the following process:

1. Following the phone call or in person conversation and following any immediate action taken to protect the child from harm and contact appropriate services in Music Masters DSL/ DDSL will provide the person reporting with access to a live link to a secure form. This must be completed by the person reporting to the best of their ability and in a timely manner following the concern or incident. The information provided MUST NOT be attached to an e-mail to ensure confidentiality. The person reporting will let the Music Master DSL/DDSL know once the report has been completed, and a notification of submission will also be sent.
2. Access to the information provided by the person reporting MUST be rescinded automatically by the system and confirmed by the Music Masters' DSL/DDSL. The report will be logged according to Music Masters' Safeguarding Storage and Retention policy, securely and accessible only to the DSL/DDSLs at Music Masters.

3. Any relevant next steps will be taken to further protect the child from harm and work with any relevant services appropriately, as outlined in this policy.

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

Where a child is suffering or is likely to suffer from harm, it is important that referral to children's social care (and, if appropriate, the police) is made immediately. Referral contacts for Music Masters boroughs are available in Appendix 3.

If practitioners have concerns that a child may be a potential victim of modern slavery or human trafficking. Then a referral should be made to the national referral mechanism as soon as possible.

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

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

Staff should not wait for additional evidence before reporting a concern. A concern may arise from a single incident or from a pattern of behaviour or information that, when considered together, indicates a child may be at risk of harm.

2.7 Reporting a concern regarding an employee or volunteer

This procedure applies to concerns or allegations involving any adult working on behalf of Music Masters, including employees, freelance practitioners, contractors, consultants, volunteers, interns and work-experience participants.

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

- Music Masters DSL or appropriate safeguarding lead will seek advice from children's social care, the LADO and/or the police as appropriate to the circumstances.
- The parent/guardian/carer of the child will be contacted as soon as possible following advice from the Social Services department.
- Music Masters' Chair of Trustees and Chief Executive Officer will decide who will deal with any media inquiries and implement any immediate disciplinary proceedings.

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

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

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

If the Music Masters DSL is the subject of the suspicion allegation, the report must be made to the Music Masters DDSL and Chair of trustees.

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

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

Allegations of abuse are sometimes made sometime after the event. Where such an allegation is made, you should follow the same procedures and report the matter to social services. This is because other children involved in arts activities or who live in the area may be at risk from the alleged abuser. Individuals who are barred from working with children must not undertake regulated activity with children. Recruitment and safeguarding decisions will be made in accordance with DBS requirements, relevant legislation and Music Masters' safer recruitment procedures.

Records of substantiated claims made against adult or volunteer will be used in response to future requests for reference and disclosed as part of a vetting and borrowing check if allegations resurface after a period of time.

Sometimes concerns might be raised about an adult who works or volunteers with children because they have behaved in a way that indicates they may be unsuitable to work with children or young people, but no harm or suspicion of harm children has occurred. In this instance reporting guidelines are set out in our Low Level Concerns policy. Low-level concerns should be reported even where they do not meet the threshold for an allegation of harm. Patterns of low-level concerns may indicate a wider safeguarding issue and will be reviewed by the DSL or appropriate safeguarding lead.

In all cases, if you are unsure what to do, you can call the NSPCC 24 hour helpline on 0808 800 5000.

2.8 Confidentiality

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

- Music Masters DSL and DDSL.
- The parents, guardians, carers of the child.
- The person making the allegation.
- Social services.
- Police.
- The alleged abuser (and parents /guardians/ carers if the alleged abuser is a child).

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

All information should be stored in a secure place with limited access to designated people in line with data protection laws and are safeguarding storage and retention policy.

Staff should understand that safeguarding information may need to be shared where this is necessary to protect a child. Confidentiality must not be used as a reason to prevent appropriate safeguarding information sharing.

2.9 Internal inquiries and suspension

The Music Masters DSL will provide safeguarding advice and, where necessary and appropriate, consult with the CEO, Chair of Trustees, LADO, police or children's social care. Decisions about suspension or other employment measures will be made by the appropriate Music Masters senior leader in accordance with employment procedures and relevant safeguarding advice.

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

Where an allegation against the Music Masters staff member or a consultant hired by Music Masters is corroborated in at the conclusion of an investigation, Music Masters will refer the person to the barring service. This is a legal duty as a regulated activity provider detailed on the gov.uk website. Should the Music Masters DSL, DDSL or senior leadership become aware of any incident or circumstance involving a current member of staff or volunteer outside the workplace that places children, whether or not they receive services from Music Masters, at risk or harm, Music Masters Senior team and board will assess each case and individually and appropriately. The welfare of children should remain paramount.

2.10 Reporting serious incidents to the Charity Commission.

Music Masters is a registered charity and recognises its duty to report serious incidences to the Charity Commission in accordance with current guidance.

A serious incident is an adverse event, whether actual or alleged, that results in or risks significant harm to beneficiaries, staff, volunteers or others who can come into contact with the charity through its work or that may significantly damage the charity's reputation.

Where is safeguarding concern may meet this threshold, the DSL will inform the CEO and Chair of trustees without delay. The CEO, the senior leadership team and Chair of Trustees, in consultation

with the LST where appropriate, will determine whether a serious incident report is required. Trustees will be informed accordingly.

Any Charity Commission reporting decision will be considered separately from, and must not delay, any safeguarding referral to children's social care, the police, the LADO or another relevant safeguarding agency.

2.11 How to raise a complaint regarding safeguarding processes

If you are dissatisfied with how a safeguarding concern has been handled by Music Masters, you have the right to raise a complaint. Where appropriate, we encourage you to first raise your concern informally with the DSL or DDSL as issues can sometimes be resolved through discussion and clarification. If this is not possible or you remain unhappy, you can make a formal complaint in line with our Complaints Policy by submitting your concerns in writing, by e-mail or letter. Complaints should clearly outline what happened, when and why you are dissatisfied with the handling of the safeguarding matter. All complaints will be taken seriously, handled sensitively and responded to in a fair and timely manner, with the welfare of children and young people remaining paramount at all times. Complaints about child protection matters are handled under our Child Protection and Safeguarding policy and in accordance with relevant statutory guidance.

Staff should be able to raise safeguarding concerns where they believe safeguarding procedures are not being followed or a concern is not being appropriately addressed. Where it is not appropriate to raise the concern with the DSL or senior management, staff should follow Music Masters' Whistleblowing Policy and may seek advice from an appropriate external safeguarding body.

If you have serious concerns, you may wish to contact the Local Authority Designated Officer (LADO) who has local responsibility for safeguarding? Or the Multi-Agency Safeguarding Hub. (MASH) Contact details are available in Appendix 3 of this policy.

Section 3. Recruiting and selecting personnel to work with children.

3.1 Introduction

As an organisation that works with children and young people, as well as vulnerable people, Music Masters has a duty to ensure that all employees, contractors and volunteers are suitable to work with these groups or to have access to sensitive information about these groups. This is crucial in creating a safe and positive environment for all students, family, staff and stakeholders, but primarily the children under our care. As such, Music Masters operates a safe system of safer recruitment which is built into our recruitment, induction and exit process so that we may recruit staff and volunteers in a safe, secure and transparent way that follows current legislation and guidance on safety practices of working with children.

Our approach to safer recruitment is reviewed regularly by the senior leadership team at Music Masters, particularly by the DSL, DDSL and LST, as well as annually as part of the refresh of this policy.

Safeguarding is the responsibility of all employees and freelance staff at Music Masters. However, the safer recruitment guidance may be most useful to the line managers and those involved in any stage of the recruitment process.

Safer recruitment practices have been included in the following areas of our recruitment process.:

- Planning the recruitment process.
- Creating the role description and guidance.
- Creating the application form.
- Promoting the opportunity.
- Assessing applications.
- Running the interview and practical activity process.
- Completing necessary checks.
- Handling rejections and challenges.
- Induction and responding to concerns.

Music Masters will determine the appropriate level of DBS check, including a barred list check where necessary and appropriate, for each role based on the duties undertaken, the nature and frequency of contact with children and whether the role constitutes regulated activity.

3.2 Application packs and forms for work or volunteering

All staff, consultants and volunteers should complete an application form via an application pack. Application forms will demonstrate and record the following safeguarding related information:

- Consent should be obtained from the applicant to seek information from the Disclosure and Barring Service where an appropriate DBS check is required for the role and the applicant does not have a suitable current DBS check that Music Masters is able to rely upon in accordance with its safer recruitment procedures and the DBS Update Service.
- Should the role have a significant role to play in safeguarding, (e.g., DSL, teacher etc), The role description should fully inform the applicant of the responsibilities they will have to protect and safeguard children from harm. However, all roles at Music Masters have a responsibility to safeguard and all role descriptions should reference this appropriately to the role.
- All role descriptions should reference the annual compulsory safeguarding training that we provide at the start of every academic year and that if this is missed or someone is employed at a different time of the year that their induction will include internal safeguarding training.
- The role description will include an overview of your safer recruitment process so that candidates understand what information will be sought from them, why this is required and when to expect this at each stage of the process.
- The role description should also include details regarding the type of information that we collect through references, including the following:
    - Two referees and their contact details, including the current and or most recent employer.

    - Assessment of characteristics and personal attributes that form good role models for children.
    - Any substantiated issues, convictions, sanctions or disciplinary actions taken against them that relate to the children's safety and protection.
- The guidance should be clear if and when the opportunity to complete a self-disclosure form is provided so that successful candidates can tell us confidently about any relevant criminal convictions, child protection investigations or disciplinary sanctions they have on their record. This may include incidents or details that may arise in references that they prefer or are required to give us more detail on directly.
- The guidance should also include information on whether any type of online check for publicly available information will be performed on candidates at what point in the recruitment process this takes place. This is not mandatory. Of any process but may be required depending on the role, so Music Masters must be clear if and when this happens in advance of a candidate applying.
- Details of our People with Convictions Policy should be made available to applicants so that they may provide details in a fair and appropriate manner and to avoid any undue discrimination.

Adverts related to roles with significant access to or work with children and or significant safeguarding responsibility should include a reference to our commitment to safeguarding and child protection.

3.3 Interview and induction.

All staff, consultants and volunteers will be required to undertake an interview carried out in line with acceptable protocols and recommendations. All staff and relevant volunteers should receive a formal or informal induction as appropriate, during which.

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

At least one person conducting an interview on behalf of Music Masters should have received safer recruitment training.

Interviews and trial lessons to recruit people to work directly with children should always include an element of face-to-face contact.

Safeguarding expectations, professional boundaries, reporting procedures and the Music Masters Code of Conduct must form part of induction before the individual begins unsupervised work with children.

Involving children, young people and their families in recruitment can be a useful way of finding the right people for the role. Where they are involved, or where recruitment is for a teaching position that includes a trial lesson, we will consider asking them questions about how they felt during the

practical activities. For a role for a role working closely with children, the interview candidate should show that they are able to:

- Establish and maintain professional boundaries and professional integrity.
- Establish and maintain relationships with children.
- Take action to protect a child.

3.4 Performing vetting and checks

Vetting checks should happen consistently in line with our recruitment, induction and exit process.

Information provided in references should be consistent with the information provided by the candidate in their application form and interview. We endeavour to follow up any discrepancies, concerns or vague statements.

Evidence of identity must be provided (passport or driver's licence with photo) as per our thorough Right to Work processes and procedures and in line with current legislation.

Music Masters reserves the rights to carry out online checks of shortlisted candidates for any information that is publicly available online. However, as previously mentioned, this must be made clear in the role description and or guidance from the outset.

3.5 Enhanced DBS check

We perform enhanced DBS checks for the majority of roles at Music Masters. These show the same information as a standard check, plus any information held by local police that is considered relevant to the role. A basic check which shows unspent convictions and conditional cautions, or a standard check which shows spent and unspent convictions and adult cautions that have not been filtered in line with legislation, may only be considered if the role never has direct contact with children or young people. Where DBS enhanced disclosures reveal minor infractions of the law (i.e. not relating to child safety or revealing behaviour which could potentially cause concern to parents, schools or other members of staff), the details will be shared with senior management of the school and the decision will rest with them as to whether or not they are willing to continue to have that member of staff work within their school environment. The enhanced criminal record checks can also include information held on the two Independent Safeguarding Authority (ISA) barred lists. In accordance with the law Music Masters will not employ someone for a paid or voluntary position if they are on the barred list. Whether or not a barred list check is also performed is also dependent on the role.

Anyone undertaking a DBS check is strongly encouraged to sign up to the DBS Update service.

3.6 Handling rejections and challenges

If references, vetting, disclosure and barring checks reveal concerns about a person's history, we will assess whether they are suitable to work with children and young people. This may involve discussion with relevant members at a regular or emergency meeting. Speak with your line manager

if concerns are raised. We may need to put any formal offer of appointment on hold to ensure there is enough time to consider everything thoroughly.

If necessary, you must pass on information to the relevant authorities such as criminal records agency, professional bodies or police.

A reference and self-disclosure form should provide us with all the information we have asked for and the responses should be clear and direct. If a reference expresses concern, concerns are incomplete or vague, we will contact the referee directly to address these issues. We will keep a written record of any telephone conversations. If the issue is significant, we will ask the referee for further details in writing.

We should not consider information about unsubstantiated concerns or allegations that have been proven to be false when deciding whether to interview or employ a candidate.

If a candidate discloses a caution or conviction on their self-disclosure form, we may need to carry out a risk assessment to decide if this is relevant to the post.

People on the barred list MUST **NOT** be given a role that requires them to work, volunteer with children or young people in regulated activity or work.

It is illegal for an employer to knowingly employ somebody or carry out regulated activity or work whilst they are on the barred list. If we find that someone who has applied to work with children is barred, we should notify the police.

You cannot use 'spent' or 'protected' convictions as a reason not to employ somebody (unless the conviction makes them unsuitable to work with children in a specific role).

If the applicant has not been barred from working with children but the checks have raised concerns, for example if they have a criminal record, we need to carry out a risk assessment to ascertain whether the applicant is suitable to work with children and young people. Further information is available in our People with Convictions Policy and in Section 3.7.

3.7 Carrying out the risk assessment

Decisions about whether or not to employ someone whose vetting checks raise concerns should be made on a case-by-case basis. A risk assessment may be required to consider whether they are suitable to work with children and young people.

We should only share information about an applicant's criminal record with those who need to know. The applicant should be told who in the organisation knows about his or her record.

The applicant will usually know about any information revealed during the course of a vetting or barring check. We should discuss any concerns with them as part of the risk assessment process.

Past convictions might be a source of anxiety and embarrassment for the person concerned, so we need to act with sensitivity and empathy. We take all reasonable steps to gather as much relevant information as possible. We will make sure a third party is present during the discussions.

It is not Music Masters' responsibility to decide whether a legal decision was right or fair. We need to decide whether the applicant is suitable to work or volunteer with children and young people.

Decisions should be made through sensitive and timely discussion with the CEO and the minimum number of relevant senior team members only. To maintain fair, reasonable and consistent decision making, consider the following:

- The nature of the offence and its seriousness.
- The relevance of the offence to other staff, volunteers, children and their families.
- The length of time since the offence took place.
- The length of sentence.
- Whether the offence was an isolated incident or part of a pattern or history of offending.
- The circumstances which led to the offence being committed.
- Whether these circumstances have changed (if so, do these changes increase or reduce the likelihood of similar offences happening in the future?)
- Whether the individual has changed since the offence? If so, what has led to the change and does this reduce or increase the likelihood of them committing further offences?
- The level of remorse expressed by the applicant and/ or any efforts to change.
- Whether the new role provides opportunities to re-offend.
- Any legal constraints relevant to the role, for example if the person has lost their driver's licence and the role requires driving.

If the vetting and barring check includes additional information that is marked "in confidence", we should not discuss it with the applicant. This could compromise a criminal investigation or the safety of another person and in itself constitute a criminal offence under the Police Act 1997.

If we decide not to appoint someone on the basis of confidential information, we need to be careful when you inform them that the offer is withdrawn. It's sufficient to tell the applicant that based on checks and references that have been made, we have had to withdraw the provisional job offer. We should not store copies of disclosure and barring check certificates unless there is a dispute about the results of the check. If there is a dispute about the results of a DBS check or any other vetting check, we may keep a copy of the certificate or evidence from no longer than six months.

3.8 Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment, during induction and annually at the start of each academic year to help staff and volunteers to:

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

Safeguarding training will reflect current safeguarding risks relevant to Music Masters' work, including child-on-child abuse, online safety, self-generated intimate images, exploitation, serious violence, misogyny and violence against women and girls, where relevant to staff roles.

Music Masters requires all staff and volunteers to receive advisory information outlining good and poor practice and informing them what to do if they have concerns about the behaviour of an adult or to young person.

APPENDIX 1. From promoting good practice

Introduction

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

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

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

Good practice

All personnel should adhere to the following principles and action.

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Make the experience of music fun and enjoyable: promote unilateral support and encouragement, confront and deal with bullying.
- Treat all young people equally and with respect and dignity.
- Always put the welfare of the young person first, before performance goals.
- Maintain a safe and appropriate distance with the young people. It is not appropriate for staff or volunteers to have an intimate relationship with a child.
- Avoid unnecessary physical contact with young people. Where any form of manual or physical support is required, it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it's neither intrusive nor disturbing and the young person's consent has been given. Staff should explain what they are doing and, where appropriate, transparently communicate and regularly seek the child's consent.
- Complete attendance registers as per set systems and processes and flag any concerns with appropriate staff.
- Involve parents, guardians, carers wherever possible.
- Request written parental consent if Music Masters staff are required to transport young people in their cars.
- Gain written parental consent for any significant travel arrangements (e.g. overnight stays)

- Ensure that at away events, adults should not enter a young person's room or invite young people to their rooms.
- Be an excellent role model. This includes not smoking or drinking alcohol in the company of young people.
- Always give enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for performance aims or personal achievements. This means avoiding excessive rehearsing or performance schedules and not pushing them against their will.
- Secure written parental consent for Music Masters to act in loco parentis to give permission for the administration of emergency first aid or other medical treatment if the need arises.
- Keep a written record of any injury that occurs, along with details of any treatment given.
- With gender questioning children you must adopt a cautious child-centred approach in line with government guidance. Social transition (e.g. name/pronoun changes, uniform) is not automatically facilitated. Parental involvement is expected unless it poses a safeguarding risk. Decisions must prioritise the child's welfare, consider the wider context and comply with safeguarding equality and legal duties.

Poor Practice

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

- Unnecessary spending excessive amounts of time alone with young people, away from others.
- Taking young people alone in a car on journeys, however short.
- Taking young people to your home where they will be alone with you.
- Sharing a room with a young person.
- Engaging in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in inappropriate touching of any form.
- Allowing young people to use inappropriate language unchallenged.
- Making sexually suggestive comments to a young person, even in fun.
- Reducing a young person to tears as a form of control.
- Allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon.
- Doing things of a personal nature that a young person can do for themselves.

Staff should not transport a child alone in a personal vehicle unless there is an exceptional and necessary reason for doing so and the arrangement has been authorised in accordance with Music Masters' transport procedures.

Where transport is unavoidable, the parent/carer/guardian and child should be informed, appropriate consent obtained, and the journey planned to minimise safeguarding risks. Staff must comply with Music Masters' insurance, driving and safeguarding requirements.

Transport arrangements should be recorded where appropriate.

When a case arises where it is impractical or impossible to avoid a particular situation, such as transporting a young person in your car, the task should only be carried out with the full understanding and consent of the parent, carer, guardian and the young person involved.

If during your care, you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and or misunderstands or misinterpret something you have done. Report the incident as soon as possible to another colleague, make a written note of it and inform the DSL. Parents/Guardians/Carers should also be informed of the incident.

Online safety and digital safeguarding.

In line with *Keeping Children Safe in Education 2026,* we recognise that online and digital risks are a key part of safeguarding. We are committed to protecting children and young people from harm in the digital environment, including risks arising from:

- Harmful content (e.g. pornography, violence, self harm, suicide content).
- Online grooming and exploitation.
- Cyberbullying and harassment.
- Misinformation, disinformation and conspiracy theories.
- Exposure to extremist content or radicalization.
- Misuse of generative AI or other emerging technologies.

Staff must remain alert to the ways children use the Internet and technology at school, at home and in their social lives and report any concerns that may indicate a risk to safety or well-being.

Staff should also remain alert to safeguarding risks associated with generative artificial intelligence and emerging technologies, including AI-generated sexual or intimate imagery, impersonation, grooming, harmful or extremist content, misinformation and inappropriate contact between children and AI systems.

Always consider the four CS:

- Content
- Contact.
- Conduct.
- Commerce.

Staff must be aware of the technology they use around students. Our Flagship Schools use appropriate filtering and monitoring systems and promote digital literacy through their curriculum. We are guided by DfE tools such as *Plan Technology for Your School* and current product safety expectations for AI and digital tools. Staff must follow guidance on the use of technology in handbooks and other policies.

Staff must not use personal social media accounts or private messaging services to communicate with children unless this has been explicitly authorised through Music Masters' approved systems and procedures.

Visitor guidance

Music Masters has developed a thorough Visitor Guidance for all visitors on school grounds or at Music Masters events and projects or programmes. This guidance will help make visits to Music Masters and/or our Flagship Schools the best experience it can be for everyone involved. It's important for all visitors to read and understand this guidance to ensure that everyone – especially including children, young people and vulnerable people – are safe, supported and happy during the visit.

Visitors and external practitioners must follow the safeguarding procedures of the school or venue in which they are working, as well as relevant Music Masters safeguarding requirements.

This guidance is reviewed regularly by the senior leadership team at Music Masters and in particular by the DSL, DDSL and LST.

APPENDIX 2 - Defining and recognising child abuse.

Introduction

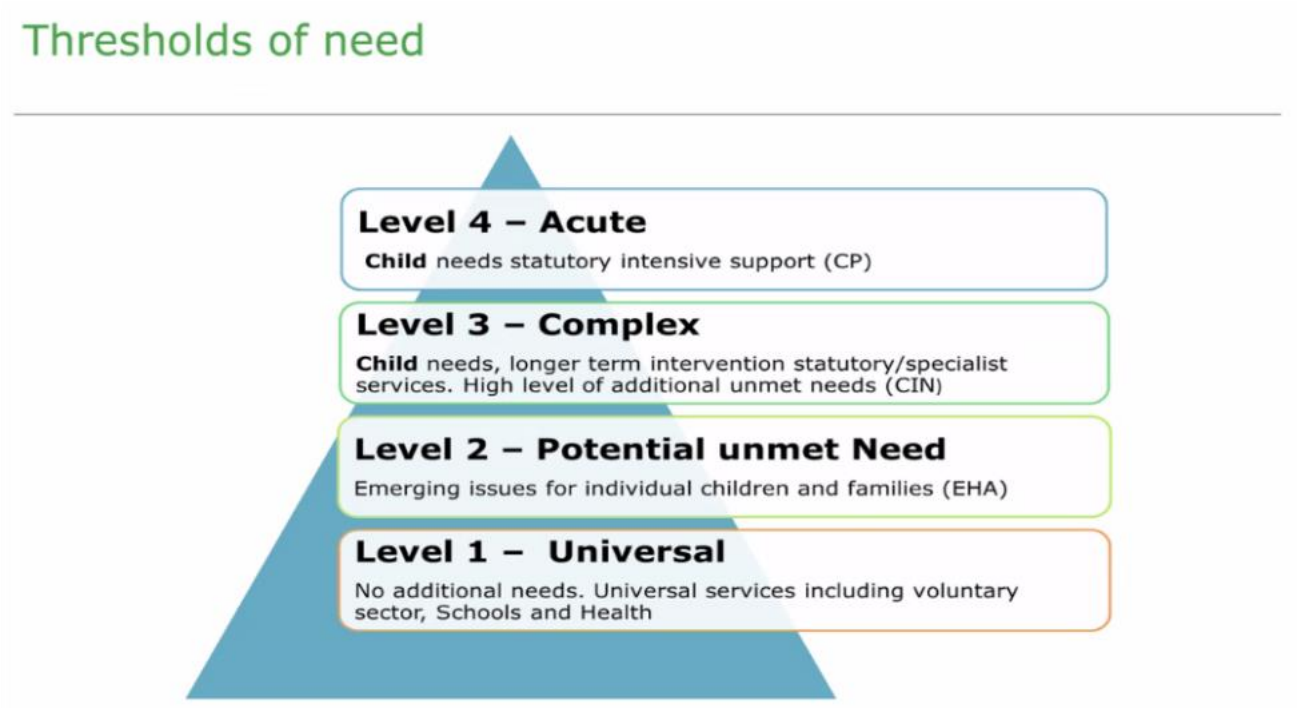
Child abuse is any form of physical, emotional or sexual mistreatment or lack of care and neglect that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age,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

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

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

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges. This may include universal services and community-based early help, or targeted support through Family Help where appropriate. Staff should remain alert to children who may be particularly vulnerable because of their circumstances, relationships, behaviour or wider environment. This could be:

- Is disabled and has specific additional needs;
- Has medical conditions or additional health needs;
- Has special needs (Whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is a child experiencing or at risk of serious violence;
- is a child affected by misogyny, violence against women and girls or harmful sexual behaviour;
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- Is a child experiencing online harms;
- Is frequently missing/ goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is in a family circumstance presenting challenges for the child such as substance abuse, mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/ or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.



Key types of abuse

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

This category of abuse can also include situations where parent /carer/guardian report non-existent symptoms or illness or deliberately causes ill health in a young person they are looking after. This is called fabricated or induced illness.

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

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

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

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

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

- Physical(e.g. hitting, kicking, slapping.)
- Verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages.)
- Emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group.)
- Sexual (e.g. unwanted physical contact or abusive comments.)

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

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

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

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

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

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

A note on child-on-child abuse (including harassment and violence)

Child-on-child abuse is abuse that occurs between children and young people. It can take place in person or online and may involve children who know each other or who do not.

It may include, but is not limited to:

- bullying, including cyberbullying;

- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- the sharing or creation of self-generated intimate images and/or videos;
- initiation or hazing rituals;
- threats involving weapons or serious violence;
- discriminatory or abusive behaviour, including misogyny, racism or homophobia.

Music Masters recognises that children involved in incidents may be victims, alleged perpetrators, or both, and that all children involved may require safeguarding support.

Staff must report concerns immediately and must not attempt to investigate incidents themselves. The Music Masters DSL will work with the relevant school DSL and other agencies as appropriate.

Self-generated intimate images and/or videos

Music Masters recognises the safeguarding risks associated with children creating, receiving or sharing self-generated intimate images and/or videos, including images or videos created or manipulated using artificial intelligence (AI).

Staff must never ask a child to send, show or forward an intimate image or video. Staff must not copy, save, download or forward such material.

Any concern that a child has created, received, shared or been pressured to share an intimate image or video must be reported immediately to the DSL. Staff should record the concern without including unnecessary details or reproducing the image itself.

The DSL will consider the appropriate response in consultation with the relevant school and, where appropriate, children's social care or the police.

All incidents involving self-generated intimate images and/or videos will be treated as safeguarding concerns, including where the image appears to have been shared consensually.

Child criminal exploitation occurs where children and young people are manipulated and coerced into committing crimes. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

Children involved in criminal exploitation may be victims of coercion and exploitation even where they appear to be involved in criminal activity themselves. Staff should report concerns about unexplained changes in behaviour, associations, money or possessions, absences, violence, threats, weapons or suspected exploitation.

Child sexual exploitation occurs when a child or a young person is coerced, manipulated, or deceived into sexual activity in exchange for things that they may need or want, like gifts, drugs, money, status, and affection. Children and young people are often tricked into believing they're in a loving and consensual relationship, so the sexual activity may appear consensual. This is called grooming and is a type of abuse. They may trust their abuser, not understand they're being abused. CSE does not always involve physical contact and can also occur through the use of technology.

Staff should be alert to grooming and exploitation taking place through social media, messaging platforms, gaming platforms and other online environments.

Extremism and radicalisation

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

As defined in the government's counter Extremism strategy," Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces."

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

It's difficult to identify whether a child may be vulnerable to an extremist ideology and the process of radicalisation may occur in a number of different ways. For example, through the internet or social media or through friends and family. Concerns about radicalisation or extremist influence should be reported through the normal safeguarding procedures. Staff should not attempt to determine independently whether a child has been radicalised.

Female genital mutilation (FGM)

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

Whilst all staff should speak to the DSL or Deputy DSL with regard to any FGM concerns, there is specific legal duty on teachers in England to report on any concerns directly to the police on 999. Call the FGM helpline on 08000283550 or email fgmhelp@nspcc.org.uk

Honour based abuse (HBA)

HBA is an incident or crime involving violence, threats of violence, intimidation, coercion, or abuse (including psychological, physical, sexual, financial or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and or community for alleged or perceived breaches of the family and/ or communities code of behaviour.

Most incidents of so-called 'honour' based abuse occur when it is perceived that the victim has brought or might bring shame on their family and/ or on the wider community, in effect tarnishing the image of their family or community. 'Honour' based abuse is not linked to any specific community and cuts across various nationalities, cultures, faith groups and communities.

The abuse may be 'justified' on grounds such as that a person:

- has worn unapproved makeup or clothing
- is having an unapproved relationship
- is pregnant outside of marriage
- has additional needs
- identifies as LGBTQ +

Honour-based abuse may involve multiple forms of abuse and may include forced marriage, FGM, coercive control, violence, threats, intimidation or restrictions on a child's freedom. Staff should report concerns immediately and should not contact family members where doing so may increase the risk to the child without first seeking safeguarding advice.

Indicators of Abuse

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

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

Signs of bullying include:

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

Signs of child criminal exploitation:

- Frequently absent from and "doing badly" in school.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Committing petty crimes like shoplifting or vandalism.

Signs of child sexual exploitation:

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, places or situations.
- Being secretive.
- Sharp changes in mood or character.
- A sudden change in their family relationships dynamics.

Signs that a child may be vulnerable to FGM:

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

Signs that FGM may have already happened:

- Child has difficulty walking, standing or sitting.

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

These indicators are not proof that FGM has occurred. Staff should report concerns promptly rather than attempting to investigate.

It must be recognised that the above list is not exhaustive and that the presence of one or more indicators is not proof that abuse is taking place. Departmental advice, including *what to do if you are worried a child is being abused - Advice for Practitioners* provides more information on understanding and identifying abuse and neglect. It is **NOT** the responsibility of those working for Music Masters to decide that child abuse is occurring. It **IS** their responsibility to act on any concerns.

APPENDIX 3 – Key Contacts (as of September 2026)

Music Masters – 020 3643 5085

DSL: Ashley Roye, Schools Programme Manager

07956 532218

ashley@musicmasters.org.uk

Deputy DSL: Dafydd Evans, Head of Schools and Creative Programmes

07801 529734 / 07773 486045

daf@musicmasters.org.uk

Deputy DSL: Roz De Vile Chief Executive Officer

roz@musicmasters.org.uk

Safeguarding cover

If the Music Masters DSL is unavailable, staff should contact the nominated DDSL. If neither the DSL nor a DDSL is available, staff must follow the emergency safeguarding arrangements set out in Section 2.3 and must not delay action where a child may be at immediate or significant risk of harm.

Ashmole Primary School – 020 7735 2419

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

DDSL: Shelly Griffiths, Deputy Head sgriffiths@ashmoleprimaryschool.org.uk

DDSL: Rebecca Coombes. SENDCo rcoombes@ashmoleprimaryschool.org.uk

Jubilee Primary School – 020 8678 6530

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

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

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

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

Jessop Primary School – 020 7274 2333

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

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

Prior Weston Primary School – 020 7786 4800

DSL and Designated Manager for Staff Concerns: Fiona MacCorquodale, Head Teacher fiona.maccorquodale@priorweston.islington.sch.uk

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

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

St Barnabas Primary School – 020 7641 4232

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

The multi-agency support hubs (MASH) are available as below:

Islington

Telephone: 020 7527 7400

Out of hours: 020 7226 0992

Email: CSCreferrals@islington.gov.uk

Secure Email: CSCTreferrals@islington.gov.uk

Lambeth

Telephone: 020 7926 5555 (24 hours)

Email: helpandprotection@lambeth.gov.uk
Secure Email: helpprotection@lambeth.cjsm.net

Westminster

Telephone: 020 7641 4000

Out of hours: 020 7641 6000

Fax: 020 7641 7526

Email: accesstochildrensservices@westminster.gov.uk

In all cases, if you are unsure what to do, you can call the NSPCC 24 hour helpline on 0800 800 5000