

Music Academy for Schools LLP

## **Child Protection Policy & Procedures**

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## **1. Introduction**

The introduction of the Child Protection policy should be seen as a clear signal by Music Academy for Schools LLP (MAS) that it is determined to ensure all necessary steps are taken to protect from harm, those children and young people who participate in lessons, workshops and ensembles at all levels.

The policy establishes MAS's position, role and responsibilities and, together with the procedures section clarifies what is expected of other organisations and individuals involved in any MAS activity.

It very clearly highlights the importance played by MAS on the protection of children, young people and vulnerable adults. It also safeguards and protects all personnel from the risk of false allegations of abuse or poor practise.

Everyone who participates in any MAS lessons or activities is entitled to do so in an enjoyable and safe environment. To ensure this, MAS has developed principles that all its personnel, students and members should follow.

These principles apply to all participants, but young people in particular are entitled to a higher duty of care and to be protected from poor practise or abuse. Abuse can occur within many situations including the home, school, studio and the rehearsal environment.

Some individuals will actively seek employment or voluntary work with children in order to harm them. MAS are committed to devising and implementing policies so that everyone in the organisation accepts their responsibilities to safeguard children from harm and abuse. This means following procedures to protect children and to report any concerns about their welfare to appropriate authorities.

Everyone working for MAS, either in a paid or voluntary capacity, together with those working in affiliated organisations, has a role to play in safeguarding the welfare of children and preventing their abuse. Anyone who may have regular contact with children will be a very important link in identifying cases where a child needs protection.

All policies and procedures discussed overleaf refer to vulnerable adults as well as to children.

## **Policy statement**

MAS are committed to the following:

- Making the welfare of young people paramount.
- Ensuring opportunities for all young people, whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in any MAS lessons or activities in an enjoyable and safe environment.
- Taking all reasonable steps to protect young people from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- Taking action swiftly and appropriately to all suspicions and allegations of poor practise or abuse.

## **Terms and abbreviations**

The following terms and abbreviations are used in this document.

- Anyone under the age of 18 is considered to be a child/young person.
- 'Parent' is used as a generic term to include parents, guardians and carers.
- 'Personnel' includes employers of MAS as well as volunteers and all participants in the art of music and performing arts.
- 'Welfare Officer' is the individual within the organisation or ensemble whose responsibilities are explained in section 3 below.

MAS: Music Academy for Schools LLP

CPO: Child Protection Officer

DBS: Disclosure & Barring Service

## 2. Good Practice, Poor Practice and Abuse

### Introduction

To provide young people with the best experience and opportunities in music and performing arts everyone must operate within an accepted ethical framework and demonstrate exemplary behaviour. Not only will this allow music and performing arts to make a positive contribution to the development of young people and safeguard their welfare, but it also protects all personnel from the risk of false allegations of abuse or poor practice.

It is not always easy to distinguish poor practice from abuse, whether intentional or accidental. It is **not** therefore the responsibility of employees or participants to make judgements about whether or not abuse is taking place. It is, however, their responsibility to identify poor practice and possible abuse and to act if they have concerns about the welfare of a child, as explained in section 4. This section will help you identify what is meant by good practice, poor practice and abuse.

### Good Practice

All personnel should adhere to the following principles and actions

- Before undertaking any activities involving young people, conduct a risk assessment to identify possible sources of danger and take appropriate action to minimise these risks.
- Make any musical or performing arts experience fun and enjoyable; promote fairness, confront and deal with bullying and do not condone rule violations or the use of prohibited or illegal substances. Insist on adherence to Child Protection procedures.
- Treat all young people equally; this means giving both the more and less talented members of a group similar attention, time, respect and preserving their dignity.
- Respect the development stage of each young person and do not risk sacrificing their welfare in a desire for personal achievements. This means ensuring that the practice intensity is appropriate to the physical, social and emotional stage of the development of the student. Any concerts, competitions, trips etc must be suited to the needs and the interests of the child, not those of the parents, teacher or ensemble.
- Build relationships based on mutual trust and respect, in which young people are encouraged to take responsibility for their own development and decision-making. Avoid situations where the teacher, conductor or any other member uses their position and power to decide what the

student should or should not do without consideration of the young person's needs and capabilities.

- Always be publicly open when working with children. Avoid teaching sessions or meetings where a teacher and an individual student are completely unobserved.
- Where children need to be supervised in the changing rooms, teachers and helpers should work in pairs and involve parents if possible. Maintain an appropriate and open environment, with no secrets.
- Avoid unnecessary physical contact with young people. Where any form of physical guidance is required in teaching technique, this should be provided openly and with the consent of the student. It is important to educate parents of what is and is not acceptable in the context of music and performing arts. Physical contact (touching) can be appropriate so long as it is neither intrusive nor disturbing and the student's permission has been given.
- Maintain a safe and appropriate relationship with students. It is inappropriate for personnel to have an intimate relationship with a young person, even if they are over 16, the normal age of legal consent. (This could also be a criminal offence 'abuse of trust' in certain circumstances defined by the Sexual Offences (Amendment) Act 2000).
- Maintain appropriate standards of behaviour at social events that young people attend.
- Be an excellent role model, for example by not smoking or drinking alcohol while working with young people.
- Communicate regularly with parents and involve them in decision-making. Gain their consent in writing to act in loco parentis to give permission for the administration of emergency first aid or other medical treatment if the need arises.
- Be aware of any medical conditions, existing injuries and medicines being taken. Keep written record of injury or accident that occurs, together with details of any treatment given. Arrange that someone with knowledge of first aid is readily available.
- Gain written parental consent for any significant travel arrangements, especially if an overnight stay is involved.

## **Poor Practice**

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

- Unnecessarily spending amounts of time alone with children away from others.
- Taking children alone in a car on journeys, however short.
- Taking children to your home where they will be alone with you.
- Sharing a room with a child.
- Engaging in rough, physical or sexually provocative games, including horseplay.
- Allowing or engaging inappropriate touching of any form.
- Allowing children to use inappropriate language unchallenged.
- Making sexually suggestive comments to a child, even in fun.
- Reducing a child to tears as a form of control.
- Letting allegations a child makes go unchallenged, unrecorded, or not acted upon.
- Doing things of a personal nature that children can do themselves.
- Having children stay at your home with you unsupervised.

When cases arise where it is impractical to avoid any of the situations mentioned in this section, they should only occur with the full knowledge and consent of someone in charge in the organisation and the children's parents.

If during your care of a child you accidentally hurt them, the child seems distressed in any manner, appears to be sexually aroused by your actions, or misunderstands or misinterprets something you have done, report such incidents as soon as possible to another colleague and make a brief written note of it. Parents should also be informed of the incident.

## **Abuse**

Abuse in all forms can affect a child at any age. The effects can be so damaging that if not treated, they may follow an individual into adulthood.

Children 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 to communicate that abuse has occurred. Children from ethnic minorities, who may also be experiencing racial discrimination, may be, or feel, doubly powerless in these respects.

Abuse may take a number of forms, and may be classified under the following headings:

#### Neglect

This is where adults fail to meet a child's basic needs like food, shelter, warm clothing or medical care, or to protect from physical harm. Children might also be constantly left alone or unsupervised.

Neglect in a musical situation could include a conductor or teacher not keeping children safe, or exposing them to unnecessary risk of injury.

#### Physical Abuse

This is where someone physically hurts or injures children, for example hitting, shaking, throwing, squeezing, burning, suffocating and biting or otherwise causing physical harm to a child. Giving children alcohol or inappropriate drugs would also constitute physical abuse.

#### Sexual Abuse

Girls and boys can be abused by adults or other children, both male and female, who use children to meet their own sexual needs. This could include full sexual intercourse, masturbating, or fondling. Showing children pornographic material is also a form of sexual abuse.

In activities that might involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. Also the power of the teacher over young student misused, may lead to abusive situations developing.

#### Emotional Abuse

Persistent lack of love and affection, where children may be led to believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the child being constantly shouted at, threatened or taunted which may make the child very nervous and withdrawn. It may also feature age or developmentally inappropriate expectations being imposed on children. Emotional abuse also occurs when there is constant overprotection, which prevents children from socialising.

An example of emotional abuse might include situations where children are subjected by a parent or teacher to constant criticism, name-calling, sarcasm, bullying, racism or unrealistic pressure in order to perform to high expectations.

## Bullying

This may be bullying a child by an adult or another child. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It may be physical, verbal, emotional or sexual.

### **Example of terms:**

- Physical bullying: hitting, kicking, theft
- Verbal bullying: racist or homophobic remarks, threats, name-calling, graffiti, abusive text messages or emails, through phones, computer or social networking sites.
- Emotional bullying: tormenting, ridiculing, humiliation, ignoring, isolating from the group
- Sexual bullying: unwanted physical contact or abusive comments

### **Indicators of abuse**

Even for those experienced on working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. MAS acknowledges that most people involved in music and performing arts 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 normally prone to such injuries.
- An injury for which an explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Someone else – a child or adult, express concern about the welfare of a child.
- Unexplained changes in a child's behaviour – e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper – or behaviour changing over time.
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour in games.
- Distrust of adults, particularly those whom a close relationship would normally be expected.



- Difficulty in making friends.
- Being prevented from socialising with other children.
- Displaying variations in eating patterns including overeating or loss of appetite.
- Losing weight for no apparent reason.
- Becoming increasingly dirty or unkempt.

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indicators is not proof that abuse is actually taking place. It is **not** the responsibility of those working for MAS to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

Signs of bullying may include:

- Behavioural changes such as reduced concentration or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, and reluctant to go to rehearsals/lessons or to social outings.
- An unexplained drop-off in standard of performance.
- Physical signs such as stomachaches, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing on food, cigarettes or alcohol.
- A shortage of money or frequent loss of possessions.

### **3. Recruiting and selecting personnel to work with children**

#### **Introduction**

Anyone may have the potential to abuse children in some way and it is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to volunteers as well as paid staff. The procedures set out below are expressed in terms that apply to paid staff, but equivalent procedures should be used in respect of volunteers. Particular circumstances of individual cases need to be taken into account, but the fundamental principle is that those in charge of activities involving young people must take all reasonable steps to satisfy themselves as to the suitability of those who are given access to the children and their care.

## **Controlling access to children**

Applicants for position that involve significant access to young people (e.g. junior wind band conductor) should first complete procedures designed to elicit information about their past career (including any gaps), and to disclose any criminal record or other matter that has a bearing on their suitability to work with children e.g. previous investigations with police or social services or disciplinary investigations in relation to work with children. It should be made clear that failure to disclose relevant information will result in disciplinary action and possible dismissal or exclusion.

Consent should be obtained from applicants for checks to be conducted to determine whether the Criminal Records Bureau holds any relevant information on them.

At least two reference should be taken up in relation to professional staff, including at least one regarding previous work with children – see Appendix 1. Similar procedures should be applied for volunteers. All information received in relation to applicants must be kept secure and treated with strict confidentiality.

## **Vetting**

All personnel who will have significant access to young people must first be vetted to establish whether they have any criminal convictions or other past behaviour that suggests they are unsuitable to work with children. This applies to paid staff and volunteers. This is done by obtaining a Disclosure about the individual from the Disclosure & Barring Service. The required procedure is explained in Appendix 2. In the past, before the DBS was established, applicants completed a self-declaration form containing similar information, and giving their consent to have checks made about them with the police and social services. This procedure is no longer available for new applications, but those who have previously submitted such a form in relation to their existing activities in a particular organisation need not obtain a Disclosure form DBS for the time being. However, anyone applying for a new position, including those who moved to a different organisation, must now obtain the DBS Disclosure.

## **The Welfare Officer within the organisation**

Any organisation with junior members should appoint a Welfare Officer to advise all staff and volunteers with all the procedures described in this protection policy and to act as a focal point for reporting any concerns. This person will have the primary responsibility to check that everyone who has significant access to young people within the organisation is suitable for the role and has been vetted as described above. All members and parents

should know this person. The Welfare Officer should undergo the vetting procedure described above.

## Training

The effectiveness of the policies described will depend on **everyone** who is involved with the organisation being aware of what is good practice. This applies particularly to those working directly with young people, such as junior conductors, teachers and Welfare Officers, but an awareness of child protection issues is also needed who maybe involved more indirectly, such as the occasional parent helper. Training courses on Child Protection are available and are recommended for those groups indentified above.

Formal training in child protection will help to:

- Compare their own practice against what is regarded as good practice in the arts and check that their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or abuse.
- Deal with vetting procedures described above.
- Work safely and effectively with children.

## 4. Responding to suspicions and allegations

### Introduction

Many cases of child abuse in fact take place within the family setting. However, abuse can and does occur in other situations as well, which may include the arts and other social activities, and is rarely a one-off event when it occurs within such a setting. It is crucial that those involved in the organisation are aware of this possibility and that all allegations are taken seriously and appropriate action taken.

It is **not** the responsibility of anyone in the organisation, whether in a paid or voluntary capacity, to decide whether or not child abuse is taking place. However, there is a responsibility to inform appropriate agencies of possible abuse so that they can make inquiries and take any necessary action to protect the child. This applies both to suspicions of abuse occurring within the context of musical activities and to allegations that abuse is taking place elsewhere. This section explains how you should respond to such concerns.

## **Receiving evidence of possible abuse**

We may become aware of possible abuse in various ways. We may see it happening ourselves; we may suspect that it is occurring because of signs such as those listed above; it may be reported to us by someone else, or directly by the child affected.

In the last of these cases, it is particularly important to respond appropriately. If a child says or indicates that he or she is being abused, or information is obtained which gives you concern that a child is being abused, you should:

- React calmly so as not to frighten the child.
- Tell the child that they are not to blame and that it was right to tell.
- Take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a child who has speech disability and/or differences in language.
- Keep questions to the absolute minimum so that there is a clear and accurate understanding of what has been said, and be careful not to ask any leading questions.
- Reassure the child, but do not promise to keep the matter secret – explain that to resolve the problem it will be necessary to inform other people as appropriate.

## **Recording information**

As with other forms of information arising in relation to child protection, information of this kind is highly sensitive and confidential. Accordingly, it should be held under secure conditions and only made available to those who have a definite need for it.

You should make a note as soon as possible of whatever information you obtain, both for your own future reference and possibly for passing on to others, appropriate agencies such as the social services department or the police. In writing such a note, you should confine yourself to the facts, and distinguish between what is your own personal knowledge and what you have been told by people. You should not include your own opinions on the matter, to avoid the possibility of libel. Information should include the following:

- The nature of the allegation, in as much detail as possible, including times, dates, locations and other relevant information.
- Details of the child involved, including name, age, address and other contact details, and identifying who has parental responsibilities of the child.

- Details of the person against whom the allegation is made, including name, relationship with the child, age and contact details – if known.
- The identity and contact details of any informants or witnesses.
- The child's account, if he or she can give one, of what has happened.
- A description of any visible bruising or injuries.
- Details of who else has been informed of the alleged incident.
- Any other relevant information.

An example of an incident report for recording such information is set out in Appendix 3.

### **Reporting the concern**

MAS expects its staff and members to discuss any concern they may have about the welfare of a child immediately with the person in charge, and subsequently to check that appropriate action has been taken. The particular route you might follow for various circumstances is suggested below.

#### Working with or in schools

When working with schoolchildren as part of the school, delivering peripatetic lessons or extra-curricular activities you should inform the Head Teacher of the school or the nominated person.

#### Working with in an ensemble

When working in an ensemble you should inform the Welfare Officer or the person in charge of the ensemble.

#### Working with students away from home

If you are working with students away from home, such as tours, camps contests etc you should inform the person in charge of the ensemble.

Circumstances in which other people might then need to be informed are discussed below:

#### Parents

There is always a commitment to work in partnership with parents where there are concerns about their children. Therefore, in most situations, it would be important to talk to parents to help clarify any initial concerns. For example, if a child seems withdrawn, they may have experienced bereavement in the family. However, there are circumstances in which a child might be placed at even greater risk were such concerns are shared, e.g. where a parent may be responsible for the abuse or not able to respond to the situation appropriately. In these situations, or where concerns still exist, any suspicion, allegation, or

incident of abuse must be reported to appropriate agencies as soon as possible.

#### The NSPCC and other agencies

The first consideration at this point is to minimise the danger of further abuse to the child or to other children. The person in charge should seek advice from the local police or social services department or the NSPCC. (You can obtain advice by telephoning the NSPCC freephone helpline 24 hour service on 0808 800 5000. You do not have to give your name but it is useful if you can). The allegation should be referred to the police and social services department in any case involving physical or sexual abuse or where the child's safety is otherwise at risk. If the person in charge is not available, or the concern is about the person in charge, the person in receipt of the information or with the concern should contact these agencies direct. Reporting the matter to the police or social services department should not be delayed by attempts to obtain more information.

#### Social Services

The social services department has a statutory duty under the Children Act 1989 for the welfare of a child. When child protection referral is made its staff have legal responsibility to investigate. This may involve talking to the child and family and gathering information from other people who know the child. The telephone number is listed in the back of this document in Appendices 5. Wherever possible, referrals telephoned to the social services department should be confirmed in writing within 24 hours. A record should also be made by the name and designation of the social services member of staff to whom the concern were passed, together with the time and date of the call, in case any follow-up is needed.

#### Police

Where the apparent abuse is of a criminal nature; it will be appropriate to inform the police. A record should be made of the crime reference number provided by the police, together with the time and date of call, in case any follow-up is needed. The police and social services department may also carry out a joint enquiry.

The person in charge may be unsure about whether the allegation constitutes abuse or not, and unclear about what action to take place. There may be circumstances where allegations are about poor practice (which need not be referred to social service or police) rather than abuse, but those responsible should consult the company's Child Protection Officer (CPO) who will obtain further advice where there is any doubt. Notifying the CPO is also important because this matter may be just one of a series of other instances which together cause concern.

#### **Disciplinary procedures**

The discovery that a member of staff or volunteer may be abusing a child will raise feelings and concerns amongst other staff or volunteers, and it can be inherently difficult to report such matter. However, it is important that any

concerns for the welfare of the child arising from abuse or harassment by a member of staff or volunteer should be reported immediately. As indicated above all allegation of abuse may give rise to a child protection investigation by the social services department and/or a criminal investigation involving the police. In addition, if the abuse is alleged to have been committed in the course of a person's employment, he or she will be subject to whatever disciplinary procedures and sanctions are provided for within the employment contract.

If the matter is being investigated by the police and/or social services, the organisation may decide to await the outcome of these investigation, which may well influence a disciplinary investigation, although not necessarily so. In appropriate cases, the organisation will suspend the individual concerned while an investigation is taking place. This is not intended to prejudice the outcome of the investigation, but simply to remove the individual from contact with children until the investigation is concluded.

Every effort will be made to maintain confidentiality for all concerned, and consideration will be given to what may be appropriate to children, parents, members of staff and volunteers.

### **Allegations of previous abuse**

Allegations of abuse are sometime made some time after the event, for example, by an adult who was abused by a member of staff who is still working with children. Where such an allegation is made, you should follow the procedure given above and have the matter reported to the police and/or social services department. This is because other children may be at risk from this person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children.

## **5. Conclusion**

Music Academy for Schools LLP, by accepting this policy document, has indicated its determination to ensure that children and young people can participate in all forms of music and performing arts activity, and do so, with their safety of paramount importance.

It is essential that this document represents the process of continual improvement in the area of child protection within the arts. It is for **all** adults engaged in music and performing arts activities to promote good practice and procedures, whilst being ever vigilant and aware their responsibilities towards the children and young people in their care.

## **Appendices**

- Appendix 1 – Volunteer reference form
- Appendix 2 – Procedures for obtaining DBS Disclosure
- Appendix 3 – Incident report form
- Appendix 4 – Child Protection audit checklist
- Appendix 5 – Useful contact details



**Appendix 1** – To be printed on letter headed paper

Dear \_\_\_\_\_,

\_\_\_\_\_ has expressed an interest in becoming a volunteer, and has given your name as a referee. If you are happy to provide this reference all the information contained on the form will remain absolutely confidential and will only be shared with the applicant's immediate supervisor should they be offered a volunteer position. I would appreciate you being honest in your evaluation of this person. If you would prefer to respond by telephone, fax or email, please do so – contact details are set out below.

Yours sincerely,

Robert J Murray  
Managing Director – Music Academy for Schools LLP

How long have you known this person? \_\_\_\_\_

In what capacity? \_\_\_\_\_

Would this person be suitable to work  
with children and vulnerable adults?      Yes  No

How would you describe their personality?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your name \_\_\_\_\_

Signed \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 2

### Music Academy for Schools LLP Procedures to implement DBS checks

#### 1. Who needs to be vetted.

All company personnel (including non-member helpers) who will have **significant** access to children should be checked. The companies Child Protection Officer should keep a record of all such people and ensure that they have been vetted through the DBS.

#### 2. Obtaining a DBS form.

Forms are now completed online. The form will be setup for you to complete, MAS will need a current Email address, when the form has been setup you will be contacted with the necessary password and link. Please contact Gemma Owen ([gemma@music-academy-for-schools.com](mailto:gemma@music-academy-for-schools.com)).

#### 3. Completing the online DBS form.

Please read the guidance notes on the screen and follow the online steps. Make sure the information you enter on the form is accurate and that you have not omitted any facts which may have any bearing on your application.

#### 4. Documentation required.

Applicants will need to provide at least three original documents as evidence of identity e.g. passport, driving license, birth or marriage certificate, NI number. These must be passed on to Gemma Owen or Robert Murray for verification. It is important you supply the same documents that you ticked on the online form. Photocopies are not permitted.

#### 5. Verification.

Once the form has been verified, it will be submitted to GBG OnlineDisclosures for the necessary checks to be completed.

#### 6. Payment.

Music Academy for Schools will cover any payments.

#### 7. Disclosure

The process of the check, “the Disclosure” will be emailed to you, you are also able to track the process online using the original password and link sent to you by MAS. Once processed the Disclosure will be sent to the applicant and the registered body. An authorised person at your supporting Registered

Body will deal with information received, as required of a Registered Body of DBS.

**It is important that the applicant agrees to show the employer his/her DBS Disclosure certificate.**

#### **8. Suitability for responsibility**

It is important to emphasise that the absence of any relevant disclosure emerging from this vetting process does not guarantee that the individual is safe to work with children, so it should not be relied on excessively. It is only one of a number of factors in the initial assessment of the person's suitability for this responsibility.

### Appendix 3

Name of child ..... Date of Birth .....

Parents name .....

Address .....

.....

Telephone no .....

Are you reporting your concerns or passing on those of someone else? Give details of witnesses.

.....

.....

.....

Brief description of what has prompted concerns: include date, time, location etc of any special incidents.

.....

.....

.....

Any physical signs, behavioural changes, indirect signs?

.....

.....

.....

Have you spoken to the child? If so, what was said?

.....

.....

.....

Have you spoken to the parent(s)? If so, what was said?

.....  
.....  
.....

Has anybody been alleged to the abuser? If so, give details, including relationship with child.

.....  
.....  
.....

Have you consulted anyone else? Give details.

.....  
.....  
.....

Your name ..... Position .....

To whom reported and date reported? Give contact information for further reference.

.....  
.....

Signature ..... Date .....

## Appendix 4

Name of Organisation	Music Academy for Schools LLP
Name ( <i>Welfare Officer</i> )	
Address ( <i>Welfare Officer</i> )	
Tel No. ( <i>Welfare Officer</i> )	
Email address ( <i>Welfare Officer</i> )	
Is the identity of the Welfare Officer, and the procedure for reporting any concerns:	
Made known to members? <input type="checkbox"/>	Made known to parents? <input type="checkbox"/>
On display? <input type="checkbox"/>	
Is the Welfare Officer independent of any direct role involving activities with young people, such as the teacher or conductor?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has parental consent for possible emergency medical attention, photographs and recording obtained for all members?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the Code of Conduct on display?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
List all teachers, volunteers and others with access to young people.	

Signed ..... Position .....

Date .....

## Appendix 5

Useful contact details.

### NSPCC

Worried about a child?

Helpline: 0808 800 5000

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline: 0800 1111

### Burton Upon Trent Social services Department

Adults, Wellbeing Older Persons, District Director and Service Delivery Lead:  
1 St Paul's Square  
Burton upon Trent  
DE14 2EQ

Adults Wellbeing Disabilities and Access Team:  
Suite 4, Anglesey House  
Anglesey Rd  
Burton Upon Trent  
DE14 3NT

Childrens:  
2-3 St Pauls Square  
Burton Upon Trent  
DE14 2EQ

Tel: 01283 239888 (Adults)  
01283 239666 (Children)

Fax: 01283 233461 (Adults)  
01283 239606 (Children)

Text: 07773 792327

Email: [eaststaffsadmin@staffordshire.gov.uk](mailto:eaststaffsadmin@staffordshire.gov.uk) (Adults)  
[burton.socialservices@staffordshire.gov.uk](mailto:burton.socialservices@staffordshire.gov.uk) (Children's)

South Derbyshire Social Services Department

Tel: 08456 058 058

Leicestershire Social Services Department

Tel: 0116 305 0005  
Fax: 0116 305 0011  
Email: [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

Staffordshire Police:

Tel: 0300 1234455

Derbyshire Police:

Tel: 0345 123 3333

Leicestershire Police:

Tel: 0116 222 2222

Crime Stoppers:

Tel: 0800 555 111