



Gemma Tucker Music

Safeguarding Policy

Policy

The aim of this policy is to:

- ensure all my pupils are safe and protected from harm.
- ensure safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- provide staff and parents, as well as children and young people, with the overarching principles that guide my approach to child protection.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of neglect, harm or abuse – and to achieve the best possible outcomes.

Legal Framework:

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning)

This policy should be read alongside:

- Gemma Tucker Music's Code of Practice
- Gemma Tucker Music's Online Teaching Policy

Procedure

I believe that:

- Children and young people should never experience abuse of any kind
- I have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

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I recognise that:

- the welfare of children is paramount in all the work I do and in all the decisions I take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare. I will seek to keep children and young people safe by:
 - valuing, listening to and respecting them
 - adopting child protection and safeguarding best practice through my policies, procedures and code of conduct
 - developing and implementing an effective online safety policy and related procedures
 - recording, storing and using information professionally and securely, in line with data protection legislation and guidance (more information about this is available from the Information Commissioner's Office: ico.org.uk/fororganisations)
 - sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
 - making sure that children, young people and their families know where to go for help if they have a concern

I will always be:

- using my safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using my procedures to manage any allegations against myself appropriately
- ensuring that I have effective whistleblowing measures in place
- ensuring that I provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where pupils, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Face to face teaching

1. I create a safe learning environment and risk assess to avoid accidents. My teaching activities, environments and equipment are covered by insurance (Public Liability Insurance). I have carried out a risk assessment on all planned teaching, use of instruments, equipment, activities, and venues.
2. Covid-19: I ensure that my teaching practice is aligned to the latest safe practice guidance, for example in terms of social distancing, hygiene (instruments, spaces and places, hand washing, resources). See my risk assessment.

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3. I ensure I have been given relevant, appropriate information from parents, carers, and support staff regarding children and young people's specific medical, dietary, allergy, educational, or care needs.
4. I ensure children are not allowed to roam unattended and that they are collected by a responsible adult, where appropriate. Have access to a phone or other way of summoning assistance during lessons / sessions.
5. I consider how I can create a physical or online learning environment that enables each learner to achieve their maximum potential and minimises any risks to them and their peers. This depends on the individual pupils and schools I teach in.
6. I consider how the layout of a room can enable each learner to achieve their maximum potential and minimises any risks to them and their peers. This includes the positioning of things such as stands, cables and equipment as well as disabled access.
7. I try, where possible, to teach/lead without positioning myself between the young people and the exit of the room I am in. In any room, I try to ensure that the exit for children is unobstructed either by people or by objects and particularly by myself. The same also applies to emergency exits.
8. In the unfortunate situation of sessions/lessons being held in a room that other people cannot see into, I:
 - leave the door open when possible and practical to do so
 - positively invite the music teacher/head teacher/school secretary/parent/carer/ project manager to visit at any time
 - establish a "knock and walk in" rule rather than having pupils waiting outside if I consider the room/venue I am teaching in to be unacceptable for children and young people. I will register my concern in writing with the head teacher and suggest acceptable changes as soon as possible.
9. I do not make any physical contact with a pupil. I 'model' good practice by 'showing them how', rather than physically manipulating a pupil's posture or playing technique. I encourage and congratulate pupils without physical contact and never do things such as tapping out the pulse of the music on any part of the pupil's body. If I intend to use any physical contact in my teaching, eg to support them in holding an instrument, I should state this in writing before lessons begin and ask the parent or guardian to sign that they have read the document. I would explain the type of touch involved, where on the body and why, and make sure the pupil is aware of the reason for physical contact.
10. When communicating with pupils, I:
 - Always act with compassion and impartiality
 - Am sensitive in expressing criticism of pupils and avoid negative comments of any nature.
 - Build positive relationships with praise and encouragement and do nothing to exploit or undermine the teacher/pupil relationship.
 - Seek to boost my pupils' self-esteem and develop their confidence as musicians.
 - Involve pupils in their own learning so they can become autonomous learners.
 - Respect the confidentiality of information relating to pupils unless its disclosure is either required by law or considered to be in the best interests of the pupil.
11. I understand that communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, webcams, websites, social media and blogs. Communications between myself and young

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people I am working with are always sent by me at a reasonable time of day. I use an email address that is specific to my music teaching and separate to any other address I use.

12. I do not keep pupils' mobile phone numbers on my phone or communicate directly with pupils unless explicitly agreed with parents. Any correspondence remains clear, factual and professional and does not include inappropriate language, symbols, abbreviations or emoticons. I do not give my personal contact details to pupils including personal e-mail, home or mobile telephone numbers or my home address, unless the need to do so is agreed in writing (or emails) with the school / centre parents/carers, or I am teaching the pupil at my home address and it is not a contract with the school.
13. I do not include/tag/connect with pupils on my social networking sites or visit their social networking sites
14. I do not take video or photos of pupils unless there is a specific reason AND school and parents have given written permission. Any video or photos are deleted as soon as the purpose for which they were taken is complete.

Online teaching

1. I use a professional profile (not my personal profile) to teach music online and this account will be used exclusively for the purpose of teaching and solely for music lessons.
2. I do not record any lessons.
3. I do not share any personal details e.g. phone numbers, social media, etc with students.
4. Parents/ guardians use their own account / log in to enable their child to participate in online lessons (not child's own account) – or have created an account for this purpose.
5. The online platform I use is to be used only for music lessons, not for exchanging messages, photos, videos, etc.
6. Online lessons will only take place at agreed times, which would usually Mondays-Fridays between 8.30am and 5pm or Saturday morning.
7. Online lessons take place only when a trusted adult / parent is present at home and should be in a room with an open door, ideally NOT the child's own bedroom.
8. I always present and conduct myself as formally as I do in face to face music lessons.
9. Students should always be dressed in daytime clothes, and should treat the lesson as a formal teaching situation.
10. Should students be dressed in excessively informal clothing, or in a chaotic environment (too many personal items in background, other people distracting lessons, etc) the lesson will be terminated.
11. I only contact students using a parent/carer email address / telephone number.

It is my duty to report any concerns to the relevant authority.

In the event of any safeguarding concerns:

- My first point of contact will be the school's Designated Safeguarding Lead or my usual contacts within the school unless they advise me otherwise.
- I will only contact MASH through the numbers below if I am unable to contact (or receive no response from) the school about my concerns.

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- **Concerns about adults:** Designated Officer for Allegations (direct): 01225 713 945
- **Concerns about young people** Multi-agency Safeguarding Hub (MASH): 0300 456 0108
- **Out of Hours Duty number for both:** 0845 607 0888
- **Police 999** with any urgent / immediate concerns

Where a young person discloses abuse or neglect, I will listen; take their allegations seriously, reassure them that I will take action to keep them safe, inform them what I am going to do next, not promise confidentiality and not question further or approach/inform the alleged abuser.

This policy was last reviewed on: *January 4th 2024*

Signed: (Gemma Tucker)

Date:

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