

Child Protection Policy, Code of Practice and Procedures

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Designated Safeguarding Lead: Bethan Scolding
bethan@greenwichmusicschool.org.uk 07941177220

Trustee for safeguarding: Lucy Beveridge
trustees@greenwichmusicschool.org.uk

If you have a concern about a child, young person or vulnerable adult

Contact the DSL (Bethan Scolding)

- In person
- By telephone: **07941 177220**
- Via Slack – *for arranging to speak only* (do **not** share details of the concern here)
- By completing the **online Concern Form**: <https://forms.gle/WmyMzkLg3TUenz5h6>.
You **must** also notify the DSL via one of the above route.

For incidents and concerns arising at a **partnership school**:

- contact the DSL at the partnership school
- inform the GMS DSL (Bethan Scolding) that you have done so (do not share details of the concern at this point)

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Safeguarding policy statement

Greenwich Music School (GMS) is a charity providing music education to members of the public.

This policy and guidance is specifically focused on children. For the purposes of this policy and guidance a child is anyone who has not yet reached their 18th birthday.

This policy and guidance should be observed by all teachers and staff contracted by GMS.

GMS teachers, staff and volunteers will have frequent contact with children in the course of their work for GMS. GMS acknowledges that it has a responsibility to promote best practice and the highest standards of conduct among its teachers and staff in relation to the safety of children. It also recognises that good safeguarding and child protection policies and procedures are also of benefit to GMS teachers and staff, as they can help protect them from misunderstandings or erroneous allegations.

GMS is committed to practices which protect children from harm.

We believe everyone has 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. We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

All GMS teachers and staff who have access to or contact with children must:

1. recognise and accept they have a responsibility to protect any children within their sphere of work and care
2. develop awareness of the issues which can cause children harm and have knowledge of and be able to recognise signs of the four most common types of abuse (emotional, physical, sexual, neglect)
3. be aware of 'grooming' behaviour (the befriending of children as a precursor to abuse);
4. immediately report any concerns using the Greenwich Music School's procedures for reporting safeguarding concerns.

GMS in turn will endeavour to safeguard children by:

1. adopting a Safeguarding Code of Practice for all GMS teachers and staff
2. adopting a procedure for reporting safeguarding concerns
3. reporting concerns to the relevant authorities

GMS Policy

It is Greenwich Music School's policy that:

1. All GMS staff and teachers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and that they will report any concerns about a child or somebody else's behaviour, using the procedures laid down.
2. There is a Designated Safeguarding Lead (DSL) within Greenwich Music School who will take action following any expression of concern and the lines of responsibility in respect of child protection are clear.
3. The DSL knows how to make appropriate referrals to statutory child protection agencies.
4. All Greenwich Music School staff and teachers who come into contact with children in the course of their work for Greenwich Music School must adhere to the **GMS Behaviour Code** and the procedures for reporting safeguarding concerns set out in this Policy, and have regard to any other relevant guidance issued by Greenwich Music School.
5. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on.
6. GMS is committed to safer recruitment through robust safer recruitment practices, outlined in the safer recruitment policy and procedures.
7. The Children Act 1989 states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

This Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and this policy will be openly and widely made available to teachers, staff, volunteers and parents and actively promoted within the organisation.

A culture of mutual respect between children and GMS teachers and staff will be encouraged, with adults modelling good practice in this context.

It is part of Greenwich Music School's acceptance of its responsibility of duty of care towards children that Greenwich Music School teachers and staff who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith.

GMS Behaviour Code for teachers, staff and volunteers

This behaviour code outlines the conduct that GMS expects from all our teachers, staff and volunteers. This includes teachers, trustees, agency staff, interns, students on work placement and anyone who is undertaking duties for the organisation, whether paid or unpaid.

The code is there to help us protect children and young people from abuse.

It has been informed by the views of children and young people.

GMS is responsible for making sure everyone taking part in our activities has seen,

understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

The role of teachers, staff and volunteers

In your role at GMS you are acting in a position of trust and authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model by young people and are expected to act appropriately.

We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online

Responsibility of teachers, staff and volunteers

You are responsible for:

- prioritising the welfare of children and young people
- providing a safe environment for children and young people
 - o ensuring equipment is used safely and for its intended purpose
 - o having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- following our principles, policies and procedures
 - o including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all inappropriate behaviour and reporting any breaches of the behaviour code to the DSL
- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures
 - o this includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age.

Respecting children and young people

You should

- listen to and respect children at all times
- value and take children's contributions seriously, actively involving them in planning activities wherever possible
- respect a young person's right to personal privacy as far as possible
 - o if you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

Diversity and inclusion

You should

- treat children and young people fairly and without prejudice or discrimination
- understand that children and young people are individuals with individual needs
- respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation
- challenge discrimination and prejudice
- encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

Appropriate relationships

You should

- promote relationships that are based on openness, honesty, trust and respect
- avoid showing favouritism
- be patient with others
- exercise caution when you are discussing sensitive issues with children or young people
- ensure your contact with children and young people is appropriate and relevant to the nature of the activity you are involved in
- ensure that whenever possible, there is more than one adult present during activities with children and young people
- follow our policy on one-to-one teaching in situations where you are alone with a child or young person
- if a child specifically asks for or needs some individual time with you, ensure other staff, teachers or volunteers know where you and the child are
- only provide personal care in an emergency and make sure there is more than one adult present if possible.
- Where personal care is a requirement of your role, follow our Intimate Care Policy.
- do not engage in behaviour which could be construed as 'grooming' a child eg. giving a child money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards children.
- never offer car journeys to students, except in an emergency, in which case the Designated Safeguarding Lead should be informed as soon as possible.
- do not arrange to socialise with children at events other than those relating directly to GMS eg. end-of-term concerts/celebrations.
- do not make visits to students under eighteen in their home or receive them at your home.
- do not single out individual students for special gifts, favours or unnecessary individual attention.
- do not address students by any name other than their first or preferred name.

Inappropriate behaviour

When working with children and young people, you must not

- allow concerns or allegations to go unreported
- take unnecessary risks
- smoke, consume alcohol or use illegal substances
- develop inappropriate relationships with children and young people
- make inappropriate promises to children and young people
- engage in behaviour that is in any way abusive
 - including having any form of sexual contact with a child or young person
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- act in a way that can be perceived as threatening or intrusive
- patronise or belittle children and young people
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

Guidelines on electronic communication, cameras and IT

- Do not give children your personal contact details, or take personal contact details from a child, except in an emergency, in which case the DSL must be informed.
- Other than in exceptional circumstances, do not communicate directly with children by email or text messages and only then with the prior consent of the child's parent or guardian. If electronic communication is necessary best practice is always to communicate directly with parents or guardians.
- Do not take images or video footage of children with a personal device, or receive images/video from parents/carers. If images or video footage of a child is required (eg. for exam submission), a GMS device can be provided, or teachers can ask a parent/carer to use their device.
- All teachers and staff at GMS should sign the **Acceptable Use Agreement**, which sets out acceptable use of devices and the internet at GMS.

One-to-one teaching

Teachers must be aware of the risks associated with teaching children alone.

It is good practice to make it possible for another person to view the lesson from outside the room. All GMS teaching rooms have windows in doors for this purpose and CCTV in communal areas.

Teachers should always **offer for the student's parent or carer to sit in the room for the duration of the lesson**, and may request that parents/carers do so at any time.

Parents, carers and the Designated Safeguarding Lead must **all** be aware of when and where one-to-one teaching is taking place.

All timetables must therefore be pre-agreed and recorded accurately in GMS timetabling software (SpeedAdmin).

Teachers must not make adjustments to lesson times and schedules without prior agreement with the CEO, Principal, or GMS administrative team.

Physical contact with students

Safeguarding requires teachers and children to be clear about safe and acceptable physical contact.

However, it is also important for teachers to feel comfortable in providing a safe and caring environment for students, especially for very young children.

When is physical contact with students acceptable?

There are times when it is appropriate, or necessary, for teachers to touch a student. In all situations, physical contact should only be used when absolutely necessary, and in-keeping with the GMS guidelines for safe physical contact with children.

Physical contact between a teacher and a child is not appropriate in a one-to-one setting, except to avoid accident in an emergency.

Teachers should be mindful of the imbalance of power between teacher and student. Even where verbal permission is sought, in a group setting or when a parent is present, a child may not feel able to say no.

Physical contact may be required

For the safety and needs of the child:

- To avoid accident in an emergency.
- If a young child needs immediate physical assistance or comfort after a fall or injury.
- In cases where a young child is extremely emotionally upset.
- Holding the hand of a child at the front or back of a line when supervising young children moving between classrooms or venues.

For the teaching of music in a group setting:

- Adjusting posture or hand position, although it is always advisable to use other strategies first.
- Leading children in circle games and songs.
- Interacting with babies in an early years setting (tapping their feet, helping them to walk, or bouncing on your knee).

In a one-to-one setting

- Physical contact between a teacher and a child is **not appropriate under any circumstances in a one-to-one setting**, except to avoid accident in an emergency.
- Teachers should always use other strategies such as demonstrating for the student to copy or using a mirror.
- If physical contact occurs in a one-to-one setting, a prompt report should be made to the DSL.
- If a parent or guardian is present in a one-to-one lesson, physical contact may be used as in a group setting, if necessary for educational purposes. Verbal permission must always be sought from both child and parent/carer. It is always best practice to consider explaining the concept or correction of movement in another way first.

In group settings

- Be mindful of how you touch pupils – your actions could be misconstrued. If a child's behaviour indicates they are uncomfortable with being touched, always adjust your behaviour accordingly.
- Do not touch a child below the shoulder, unless there is a justifiable reason for doing so.
- Do not make any assumptions about whether a child wants physical contact, even with very young children. Use your professional judgement in specific situations, taking into account the child's needs at the time, age, stage of development, gender, ethnicity and background, and seek verbal permission from the student if possible.
- If you believe an incident may have been misinterpreted, inform the DSL immediately.

- Be cautious when comforting a distressed child with physical contact. This should never be in private. Teachers and staff should use their professional judgement and aim to comfort or reassure children, while maintaining an appropriate distance.
- Physical contact should only take place when it is absolutely necessary to assist the student in achieving the activity taught and teachers should always consider other means of demonstrating or explaining first.
- Do not touch a child around the ribs, chest or diaphragm to teach breathing.

Responding to students making physical contact with you

- Very young children may naturally express their affection for teachers in a physical way. Once children are attending classes unaccompanied by their parent/guardian (from age 4), they should always be encouraged to demonstrate affection in ways that do not involve physical contact.
- If a student of any age seeks physical contact, or seems to want to establish an intimate relationship with you, always discuss this with the DSL.
- In all situations where a child initiates inappropriate physical contact, it is the responsibility of the adult to distance themselves and help the student to understand personal boundaries.
- Children of any age may behave in a sexual way. Never forget that inappropriate sexual behaviour could be a sign of abuse.
- Under the Sexual Offences Act 2003, it is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a student under 18. This constitutes 'Abuse of Trust'. The law applies to anyone working in schools in a paid or voluntary capacity, even if they do not teach the student and even if the student is of an age to consent to sexual activity and applies even if both parties consent to the sexual relationship.

Online teaching

During video teaching from any location, Teachers must adhere to the GMS Safeguarding policy, code of practice and procedures. Specific guidance for video lessons is set out below.

- All communication must be carried out with parent/carers according to the GMS Behaviour Code. Do not give children your personal contact details, or take personal contact details from a child, except in an emergency, in which case the Designated Safeguarding Lead (DSL) must be informed immediately.
- Video lessons must take place through GMS provided accounts, on software that doesn't require personal log in details of either teacher or student. In the event that this is not possible, calls must be made to the account of a parent/carer and the Designated Safeguarding Lead must be informed.
- Lessons should take place on GMS premises. Where it is not safe to do so (as a result of travel restrictions, self-isolation, or other issues arising due to Covid-19), teachers should ensure they deliver lessons from a professional looking space, keeping backgrounds simple and professional, with no inappropriate items in view.
- Teachers should wear appropriate professional clothing, as they would if delivering a lesson in person.
- Teachers should ensure that lessons are carried out on schedule at students' agreed lesson times. It is essential for both teachers and students that lessons happen at scheduled times so that safeguarding can be effectively monitored.

- Students under the age of 18 must have a parent/carer present during their lesson. teachers should check in with the parent/carer at the start of the lesson. If teachers are concerned that a parent is no longer present, they should terminate the call.
- Students should wear appropriate clothing, as they would if attending a lesson in person, and should have their lesson in a suitable family space, not their bedroom, with clean backgrounds and no personal or inappropriate items on view.
- All video lessons will be recorded for the safety of both students and teachers. Recordings will be securely stored and will only be viewed in the event of a safeguarding incident.

Should any incident occur during a video lesson that causes concern, or that a teacher feels places them at risk of an allegation, they should terminate the call and inform the DSL immediately.

Upholding this code of behaviour

You should always follow this code of behaviour and never rely on your reputation or that of GMS to protect you.

In the case of serious breaches of this code of behaviour, you might be asked to leave GMS. We might also make a report to statutory agencies such as the police and/or the local authority child protection services.

If you become aware of any breaches of this code, however small, you must report them to the DSL Bethan Scolding bethan@greenwichmusicschool.org.uk

Minor breaches that do not meet the threshold of causing harm are dealt with according to our **Low-level concerns policy** (see below),

If necessary, you should follow our whistleblowing procedure and safeguarding and child protection procedures.

Understanding abuse and reporting concerns

What is a concern?

All teachers, staff and volunteers should:

- Be alert to signs of the four different types of abuse (physical, sexual, emotional & neglect). And report concerns to the Designated Safeguarding Lead
- Take any disclosure of abuse from a child seriously.
- Follow the GMS procedures for responding to and reporting allegations of abuse against an adult or a child. Alert GMS as appropriate of any changes to their

circumstances which may affect their suitability to work with children and vulnerable adults.

- Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Teachers and staff should be aware that technology is a significant component in many safeguarding issues. Teachers should remain alert to the risks posed by technology and the internet, across the four areas of risk (content, contact, conduct and commerce). All concerns about online safety should be reported to the DSL in accordance with the GMS **Online Safety Policy**.

GMS teachers and staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of another music professional or adult;
2. a child 'disclosing' abuse;
3. bruising or evidence of physical hurt;
4. unusual behaviour by a child.

If a Greenwich Music School teacher or member of staff has such concerns they should report them immediately to the Designated Safeguarding Lead (DSL).

This principle applies regardless of whether the teacher or member of staff is working in an employed or self-employed capacity.

GMS teachers and staff are always able to contact Greenwich Music School's Designated Safeguarding Lead if they wish to discuss any safeguarding concerns, however they arise.

Guidance on reporting a concern

If a child is in immediate danger you should always call the Police on 999.

Concerns should be reported to the DSL (Bethan Scolding), as soon as possible, **within 24 hours** of the incident or lesson which raised the teachers concern.

The DSL can be contacted:

- In person
- By telephone: **07941 177220**
- Via Slack – *for arranging to speak only* (do **not** share details of the concern here)
- By completing the **online Concern Form** (Appendix 1) and notifying the DSL that you have done so

Important – confidentiality

- Do **not** include names, identifying information, or details of the concern in an email, Slack message, or other written message outside of the Concern Form.
- The Concern Form is the only place where full details should be recorded.
- If in doubt, arrange to speak to the DSL directly.

Recording

- All concerns are recorded using the Concern Form (Appendix 1).
- The DSL will ensure a written record is made at the time the concern is raised (using the Concern Form if not already completed by the teacher)
- The DSL will record any actions to be taken, seek advice, and make referrals as needed – always as soon as possible, and no later than one week after the concern is raised.
- If in doubt, arrange to speak to the DSL directly.

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- All concerns are recorded using the Concern Form (Appendix 1).
- The DSL will ensure a written record is made at the time the concern is raised (using the Concern Form if not already completed by the teacher).
- The DSL will record any actions to be taken, seek advice, and make referrals as needed – always as soon as possible, and no later than one week after the concern is raised.

Concerns arising at GMS Partnership Schools

For concerns arising at a GMS Partnership school, teachers should:

- follow the partnership school's safeguarding policy and report the concern to the **partnership school's DSL**.
- notify the GMS DSL (Bethan Scolding) that a concern has been raised and has been referred to the school DSL.

Guidance on responding to a child making an allegation of abuse

Do take a disclosure of abuse from a child seriously.

It is important not to deter children from making a 'disclosure' of abuse through fear of not being believed, and to listen to what they have to say.

It is important to follow Greenwich Music School's procedure for reporting such concerns, and not to attempt to investigate the concern yourself.

1. Stay calm.
2. Listen carefully to what is said and show that you are taking it seriously.
3. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at her/his own pace.
6. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
7. Reassure the child that they have done the right thing in telling you.
8. Tell them what you will do next, and with whom the information will be shared.
9. Make no judgement about what you have heard.

10. Record in writing what was said, using the child's own words as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

11. Remember that whilst you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Safeguarding Lead in the organisation.

Allegations or concerns about a teacher, staff member, or volunteer

Concerns about a teacher, member of staff, or other adult engaged by GMS must be reported immediately to the DSL.

The DSL must report immediately to the Local Authority Designated Officer (LADO), any allegations that a staff member, teacher, or volunteer has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children.

For all other concerns, the DSL will consider the concerns raised and take appropriate advice, which may include confidential discussion with professional advisers.

They will then decide whether to report the matter to the LADO, deal with the matter internally, or not to take any further action. If further information comes to light at a later stage which warrants a referral to the LADO, the DSL will make this referral.

Greenwich LADO contact details:

childrens-Lado@royalgreenwich.gov.uk
020 8921 3930

If the concern relates to the DSL, concerns should be reported to the trustee for safeguarding trustees@greenwichmusicschool.org.uk

If a teacher or staff member feels unable to report a concern within GMS they should do one of the following:

1. Contact the LADO directly
2. Contact the NSPCC whistleblowing advice line: [0800 028 0285](tel:08000280285) or help@nspcc.org.uk
3. Report an incident directly to the police

GMS has a legal responsibility to refer to the Disclosure and Barring Service (DBS) anyone who leaves the organisation because they harmed or might have been at risk of harming a child.

Low-level concerns

A 'Low-Level' concern is any concern – no matter how small – that an adult working in or on behalf of GMS may have acted in a way that:

- Is inconsistent with the **GMS Behaviour Code**, including inappropriate conduct outside of work,
- **and** Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

GMS is committed to promoting a culture of openness, trust and transparency, to encourage all teachers and staff to share low-level concerns so that they can be addressed appropriately.

The reporting of low-level concerns should be seen as a neutral act. GMS recognises that low-level concerns cover a broad spectrum of actions and can include both intentional and unintentional or inadvertent behaviour or consequences.

When receiving low-level concerns, GMS will

- ensure all concerns that are raised are handled sensitively and proportionately
- undertake to weigh up information in order to distinguish between unprofessional behaviour and intentional harm or abuse
- identify concerning, problematic or inappropriate behaviour – including any patterns – that may need to be consulted upon with, or referred to, the LADO
- focus on the behaviour, not the language used to describe or report it
- address unprofessional behaviour and support the individual to correct it at an early stage
- identify any areas for development in the organisation's safeguarding system as well as any training needs

Sharing Low-Level concerns

- All low-level concerns - however small - should be shared with the **DSL**, within 24 hours of the incident or becoming aware of it.
- Where the concern relates to the DSL it should be raised with the **Trustee for safeguarding**.

Anonymity

Where the person raising the concern wishes to remain anonymous, this will be respected as much as possible.

Self-referral

GMS recognises that teachers, staff and volunteers may find themselves in a situation which could be misinterpreted, might appear compromising to others, or on reflection may feel they have behaved in a manner which falls below the standard of the GMS Behaviour Code.

GMS encourages self-reporting in these instances, and it is seen as a positive action:

- demonstrating self-awareness
- contributing to a culture where everyone aspires to the highest standards of behaviour
- Ensuring that appropriate support can be provided and/or the matter can be addressed at the earliest opportunity.

Responding to the concern

On receipt of a low-level concern the DSL will speak to

- The person who raised the concern (unless raised anonymously)
- The person about whom the concern has been raised
- Any potential witnesses

They will review whether the behaviour is consistent with the GMS Behaviour Code, or if not, whether it:

- constitutes a low-level concern
- **or** meets the threshold of an allegation (in and of itself, or when considered alongside other low-level concerns) and should be referred to the LADO.

The DSL will keep a record of all conversations, the rationale for any decision, actions to be taken and by whom.

Possible outcomes

- If behaviour is found to be consistent with the GMS Behaviour code the DSL will update the individual in question and speak to the person who raised the low-level concern to explain why the behaviour is consistent with the GMS Behaviour Code and the law.
- If the behaviour is found to constitute a low-level concern, it will be responded to in a sensitive and proportionate way – on the one hand maintaining confidence that such concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff and volunteers from any potential false allegations or misunderstandings.

Most low-level concerns by their very nature are likely to be minor. Some will not give rise to any ongoing concern and, accordingly, will not require any further action.

Other concerns may most appropriately require management guidance and/or training including a refresher about the Behaviour Code. Follow up actions may include ongoing and transparent monitoring and/or an action plan or risk assessment agreed with the individual and regularly reviewed with them.

Storage

- GMS will retain all records of low-level concerns (including those found to be consistent with the GMS Behaviour Code) in a central electronic low-level concerns file.

- The records will be kept confidential and held securely with limited access given to the DSL, CEO and Safeguarding Trustee.
- The DSL will review the central low-level concerns folder periodically to ensure that all such
- concerns are being dealt with promptly and appropriately, and that any potential patterns of
- concerning, problematic or inappropriate behaviour are identified and addressed.
- The DSL will create a record of these reviews and it will be stored alongside the folder, along
- with any subsequent actions taken.
- The Safeguarding Board and Trustees will receive relevant data relating to Low-Level
- Concerns. This will include a review of anonymised samples of low-level concerns at regular
- intervals, in order to ensure that these concerns have been responded to promptly and
- appropriately.
- When a teacher, staff member or volunteer leaves GMS, the DSL will review the content of the individual's file to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims), and is therefore necessary to keep.
- This is subject to the rights of individuals to object to or seek to erase or correct records about them under data protection law.

Allegations against a child

There are different ways that a child or young person may be abusive towards others, and they might not realise they are doing so:

- bullying or cyberbullying
- emotional abuse
- online abuse
- physical abuse
- sexting
- sexual abuse.

When a child abuses another child, it is sometimes called 'peer-on-peer abuse'. Sometimes children might also display abusive behaviour towards adults.

Concerns that a child's behaviour may be abusive should be reported to the DSL immediately, including relevant details (see "Keeping Records" below).

You may become concerned in a number of ways:-

- A child or adult might make a direct allegation of abuse by a child or young person.
- A child or adult might tell you they're uncomfortable with a child or young person's behaviour. They may not realise the behaviour is abusive.

- You, or another teacher, member of staff or volunteer, might observe behaviour that gives cause for concern
- A child or young person might tell you they have harmed someone else or are at risk of doing so.

Keeping records

It's important to keep accurate and detailed notes on any concerns you have about a child's behaviour.

Include:

- the child's details (name, age)
- the date and time of the incident
- what was happening before the incident took place
- what the child said or did that gave you cause for concern (write down their exact words if possible)
- whether the behaviour appeared spontaneous or premeditated.

Talking to a child who tells you they have behaved abusively

If a child informs you directly that they have behaved abusively towards someone else:

Talk to them calmly and remember that they need support.

- Reassure the child that they've done the right thing by telling you about it.
- Listen carefully to the child and let them tell their whole story. Don't try to investigate or quiz the child, but make sure you understand what they're saying.
- Use non-judgmental language.
- Tell them that you now have to do what you can to keep them and the other children involved safe.
- Never promise to keep what a child tells you a secret. Explain that you will need to speak to other people who can help.
- Reassure the child that they can get help to change their behaviour and move forward with their life
- You may want to suggest the child contacts [Childline](#) for support: 0800 1111

Responding to incidents

Sometimes you might see a child behaving inappropriately and decide to talk to them about this immediately, in order to manage the behaviour.

- Remember that they may not realise their behaviour is unacceptable.
- Talk to them calmly and explain why their behaviour is unsuitable and what they can do to improve it.
- Refer to the **GMS Behaviour Code** for guidance.

Whistleblowing

Whistleblowing is when someone reports wrongdoing on the basis that it is in the public interest for the wrongdoing to be brought to light. This is usually something they've seen at work but not always. The wrongdoing might have happened in the past, be happening now, or be something the whistleblower is concerned may happen in the near future.

The NSPCC whistleblowing helpline should be contacted if a teacher, staff member or volunteer has concerns that:

- GMS or another organisation doesn't have clear safeguarding procedures to follow

- concerns aren't dealt with properly or may be covered up
- a concern that was raised hasn't been acted upon
- they are worried that repercussions are likely to arise if you raise a concern.

NSPCC whistleblowing helpline

0800 028 0285

help@nspcc.org.uk

Supervision, Health and Safety

Teachers and staff are responsible for ensuring that they have a working telephone on the premises at all times.

- If a child is in immediate danger, call 999
- For all other concerns, contact the child's parent/carer using their emergency contact details.
- First Aid trained staff are present at all drop-off courses (holiday and half-day courses). Please see relevant policies and procedures in the Holiday Course file.

Supervising children at GMS

- No child under the age of 18 should be left unsupervised at any time during a GMS lesson or class.
- Teachers should supervise students at all times until they are collected by their parent/guardian.
- It is not appropriate to ask or allow a parent/guardian to supervise any children, other than their own, on your behalf.
- No child under the age of 18 will be allowed to leave lessons unsupervised unless GMS receives written permission from their parent/guardian. If permission is given this will be noted in registers so that teachers know who can be allowed to leave on their own.

Emergency contact details

Emergency contact details for a parent or guardian for all students will be available in SpeedAdmin.

Any health needs and allergies the pupil may have that may require attention will be noted in SpeedAdmin so that teachers are aware.

Supervision and staffing levels

Early Years 0-3: parents and carers remain in the session at all times and are responsible for the safety and supervision of their child.

Individual tuition and regular term-time group courses: parents remain on the premises or in the immediate vicinity for the duration of the lesson and must be contactable by mobile phone at all times. Teachers should make sure they clearly understand who is dropping off and collecting students from lessons and make a note of this person's mobile number in SpeedAdmin if it differs from the emergency contact details.

Drop-off and holiday courses: Staff ratios and levels of supervision are always appropriate to the number, ages and abilities of the children present, and to the risks associated with the activities being undertaken. A minimum of two teachers/staff are on duty at all times.

Missing child

Should a teacher or staff member discover that a child is missing they should:

If the missing child is 5 years old and under, contact the police immediately.

- Alert the DSL or a senior staff member
- Contact the child's parents or carer to establish if the child has returned home or into their care.
- Search inside and outside the building, ensuring any other children are safely supervised.

If after the above, the child is still missing the DSL should discuss with the parents or carer whether it is appropriate to contact the police.

- The parents or carer are responsible for contacting the police.
- All efforts to search for the child must continue while waiting for the police to arrive.
- If the parents do not want to contact the police, the DSL will only contact them if it is considered that the parents decision is unreasonable and the child is at significant risk of harm.

Safeguarding Vulnerable Adults

Who is an adult at risk?

Adult abuse can happen to anyone who is over 18.

Safeguarding will apply to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or at risk of, abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or, the experience of abuse or neglect.

These adults for example may:

- Be frail due to age, ill health, physical disability or cognitive impairment, or a combination of these
- Have a learning disability
- Have a physical disability and/or a sensory impairment
- Have mental health needs including dementia or a personality disorder
- Have a long-term illness/condition
- Be users of substances or alcohol
- Be unable to demonstrate the capacity to make a decision and is in need of care and support.

Abuse may be a one-off incident or occur multiple times. It may affect one person or more. Repeated instances of poor care maybe an indication of more serious problems and of what we now describe as organisational abuse.

Abuse can occur in any relationship and may result in significant harm, or exploitation of, the person subjected to it. It may be caused by anyone who has power over the person. The person responsible for the abuse is very often well known to the person being abused.

Abuse can be caused by a person deliberately intending to harm or neglect, failing to take the right action, or through their ignorance. It can involve one or a number of people.

Adult abuse is when something is said or done to an adult at risk that makes them feel upset, hurt or frightened. Abuse is not always intentional but it causes harm so something should be done to stop it from happening again.

If you are concerned about an adult

If a teacher or staff member has concerns about an adult student, or other adult in the GMS community, they should follow the GMS procedures for reporting a concern set out in this policy.

Safer recruitment policy

GMS employs staff, and contracts teachers on a freelance basis.

GMS is committed to safeguarding and protecting all children and young people through robust safer recruitment practices:

1. identifying and rejecting applicants who are unsuitable to work with children and young people
2. responding to concerns about the suitability of applicants during the recruitment process
3. responding to concerns about the suitability of employees and volunteers once they have begun their role
4. ensuring all new staff and volunteers participate in an induction which includes child protection

Safer Recruitment Procedures

Recruitment of Teachers, Staff & Deputies

Definitions

Teacher: anyone contracted to deliver regular lessons at Greenwich Music School

Deputy: short-term replacements appointed by Teachers to cover their absence

Staff: anyone else working at GMS

Teachers and staff are selected via interview. Deputies are appointed directly by teachers.

For the purposes of safeguarding, a Deputy will be treated as a Teacher (and therefore required to attend an interview) if delivering lessons for any duration more than:

- Four consecutive weeks
- Six weeks in any given term

Advertising, interview and selection

- All adverts clearly state GMS's commitment to safeguarding children.
- Interviews are conducted by at least two people, one of whom has completed safer recruitment training.
- Safeguarding questions are included in the interview, and answers are reviewed by the panel to identify any training needs (see Appendix 2).

All teachers, staff and deputies provide:

- Two references - requested and followed up, using a form with safeguarding-specific questions (see Appendix 3).
- Copies of their most recent relevant qualifications (e.g. degrees or vocational qualifications), which are cross-checked against their CV.
- A self-disclosure form to declare any previous convictions.
- An enhanced DBS certificate less than two years old, or be subscribed to the update service if older, with supporting ID documents.

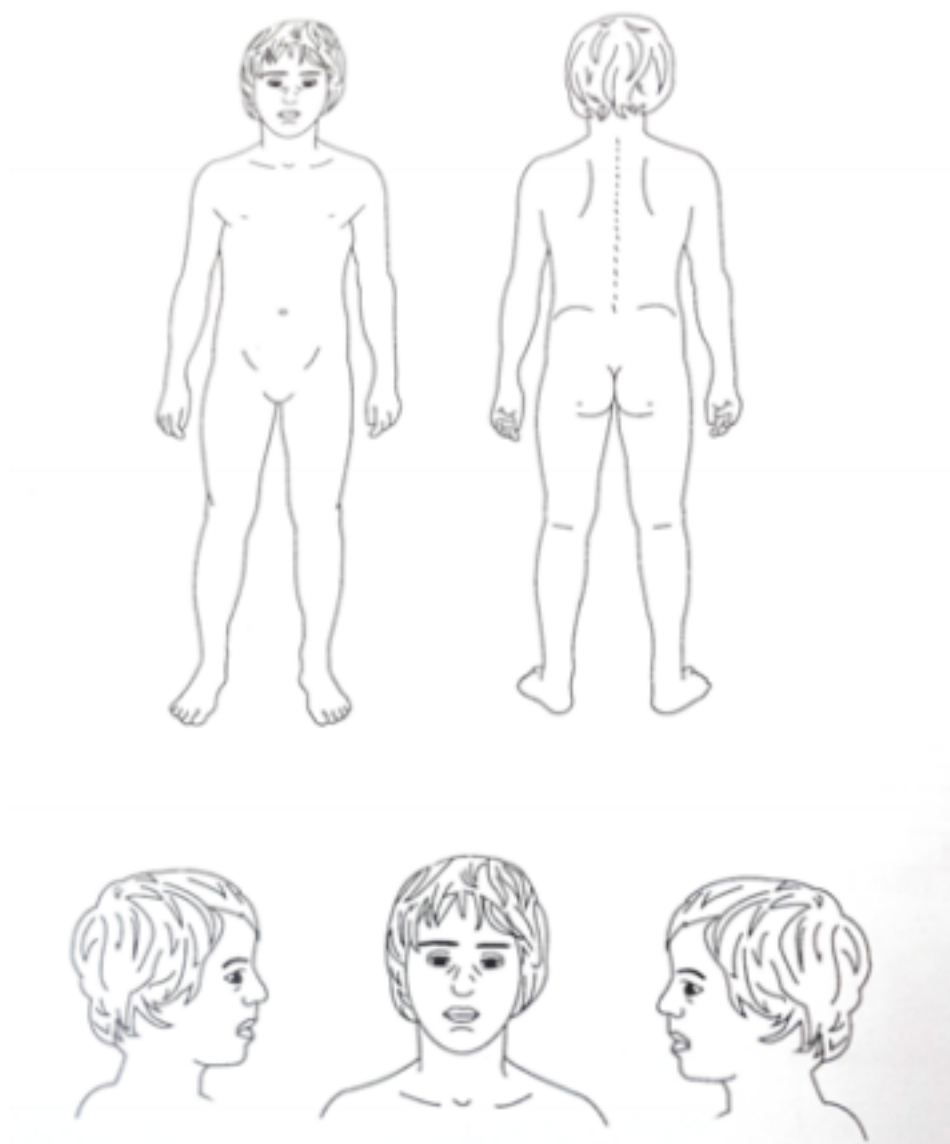
All Teachers, Staff and Deputies

- Sign to confirm they have read, understood, and agree to the GMS safeguarding policy, code of practice, and procedures.
- Complete initial safeguarding training, followed by annual refresher training.

Appendix 1: Body Chart

If your concerns relate to a physical injury, use this chart to record this.

Show clearly the location of your concern and label with a number and a brief description, eg. "1. Burn about 4cm". On the Concern Form refer to the injury using the same number and description.



Does the candidate have the right attitudes, values and behaviour to work with children and young people?

Ensure they understand that an enhanced DBS is required for this role.

Appendix 2: Safeguarding interview questions

GMS Interview record: instrumental/vocal teacher

Name:

Position:

Interview date:

Interviewed by:

Does the candidate have the right attitudes, values and behaviour to work with children and young people?

Ensure they understand that an enhanced DBS is required for this role.

Question	Good Answer	Bad answer	Interview notes	Fully met	Partly met	Not met
What do you understand is required to create a safe environment for children and young people in this role? From your behaviour and the way that you teach, and from GMS as a whole.	☐ Awareness of need for safeguarding policy and procedure. ☐ Awareness of shared responsibility for safety and wellbeing of students. ☐ Awareness of potential risks to children in the teaching environment.	☐ Implication adults and children are equal. ☐ Lack of recognition that children are vulnerable to abusive behaviour and that this is harmful. ☐ Idealisation/romanticisation of children. ☐ Inadequate boundaries ☐ Over-identification with young people.				

Can you give an example of how you have responded to challenging behaviour from a child or young person? (How did this affect you? How did you respond/adapt?)	☐ Clear boundaries ☐ Respect for the child's safety and wellbeing ☐ High emphasis on safety and duty of care ☐ Self-reflective ☐ Took follow-up action/adapted methods	☐ Lack of confidence or tools to deal with challenging behaviour. ☐ Authoritarian approach. ☐ Lack of awareness of adult's responsibility and position of authority. ☐ Unresolved situation/no reflection.				
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Successful Candidates only

Notes for Safeguarding Induction

Please give details for any ticks against the criteria for a bad answer, or notable omissions that mean the criteria for a good answer was not met

Appendix 3: GMS reference proforma

Applicant details

Name:	
Role:	Greenwich Music School teacher

Role description

- Delivery of weekly, one-to-one instrument/voice/theory lessons to children and adults
- Delivery of group music classes to children and adults.

Person Specification

- have significant relevant expertise, such as a degree or equivalent in music • have significant relevant teaching experience
- are passionate about teaching, and about making music
- can inspire, challenge and encourage students
- can create a positive, relaxed learning environment
- are self-motivated and organised
- have an ability to work in a way that promotes the safety and wellbeing of children and young people
- will take advantage of being part of Greenwich Music School, sharing ideas with other teachers and engaging with the other courses and projects
- are committed to continuing professional development through training and engagement in professional dialogue

Reference

Referee name:	
Position:	
Organisation:	

How long have you known the applicant and in what capacity?

--

Please tick the box that accurately applies to the applicant

2019 Greenwich Music School Child Protection Policy, Code of Practice and Procedures

	Excellent	Good	Satisfactory	Below average	Poor
professionalism, responsibility and reliability, including timekeeping					
knowledge of different teaching tools and methods					
communication with students through teaching, and with parents					
willingness and capability to work as part of a team and take new ideas on board					

If you have indicated that the applicant is “below average” or “poor” for any category, please state your reasons below

--

Please add any further comments you may have regarding the suitability of the applicant for the position applied for

Are you aware of, or do you have, any concerns that relate to the applicant's suitability to work with children and young people?

Signed:	
Print Name:	
Date:	

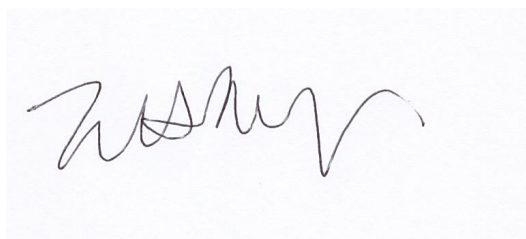
Please return this form by email to bethan@greenwichmusicschool.org.uk or post to Greenwich Music School, Vanbrugh Studio, 137-139 Vanbrugh Hill, Greenwich SE10 9HP
 2019 Greenwich Music School Child Protection Policy, Code of Practice and Procedures

Policy review

We are committed to reviewing our policy annually.

This policy reviewed on **15/10/2025**

Next review due: **August 2026**

A handwritten signature in black ink, appearing to read 'Lucy Beveridge', is written on a white rectangular background.

Signed _____ Name

Lucy Beveridge

Lead trustee for safeguarding, GMS

Document Ends.