Berkshire Music Trust
Child Protection and Safeguarding Policy

This policy has been adapted from the West Berkshire model child protection and safeguarding policy.

Review schedule (this policy will be reviewed annually)

Date	Description of any changes	Date approved by Trustees
5.08.26	p.3 updated with Chair of Trustee details as currently no safeguarding trustee. 4.5 – added with DSL cover 6.2 – updated with safeguarding training now annually in line with schools. 6.5 – updated with training in line with guidance from Berkshire West Safeguarding Partnership 7.2 – updated with further examples 7.7 added about medical provision 10.2 – all staff and trustees are now required to read part 1 of KCSiE 2026 12.1 – has been expanded with further definitions 13.1 about carrying weapons. 18 – section on mental health 19 - added Appendix 8 for policy of Nudes and Semi Nudes Appendix 9 on gender questioning guidance All links to KCSiE updated to 2026 and links updated.	
11.08.25	Section 9 updated to Online safety from Esafety Bullet points added. p.10 Section 19 about Lesbian, Gay or Gender questioning children added. p.14 All KCSiE references have been updated to correct link.	25.09.25
6.08.24	p. 3 DDSL changed to Ella Foster and correct contact details added. p. 14 18.2 definition of safeguarding amended in line with KCSiE 2024. Abuse and neglect now amended to include abuse, neglect and exploitation – p.5 2.3, p.7 6.7 and p.16 19.9	03.09.24

	p.14 paragraph 18.3 definition of abuse amended to be in line with KCSiE 2024. p.8 7.2 at risk now includes: frequently goes missing from education, home or care; experiences multiple suspensions, risk of being permanently excluded; has a parent or care in custody. p.6 4.2 Record keeping amended to include rationale for any decisions. All refences to KCSiE 2023 have been updated to 2024 with the correct link. Working Together to Safeguard Children has also been updated to the correct version.	

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KEY CONTACTS

The key contacts for Safeguarding at Berkshire Music Trust (BMT) are:

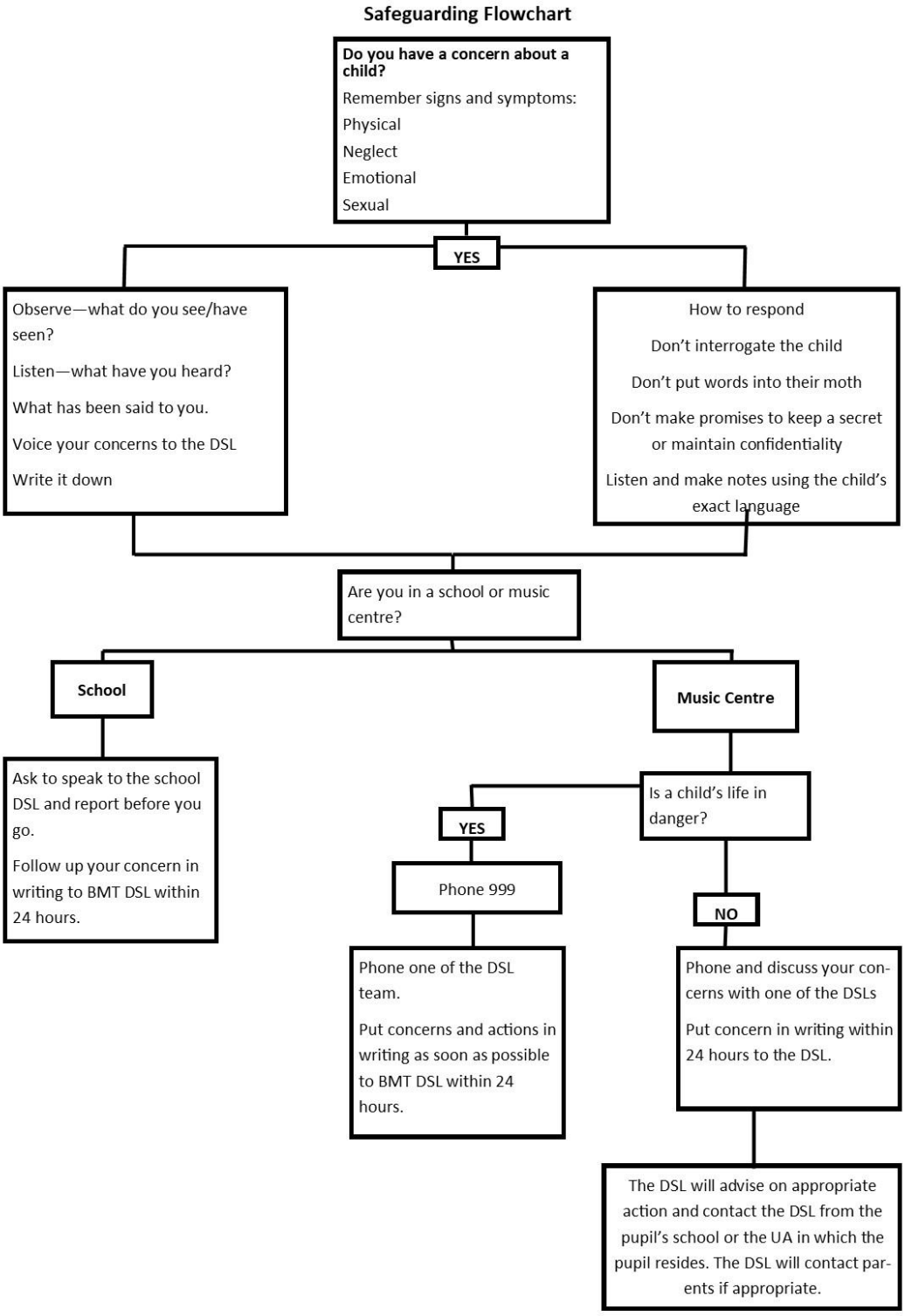
	Name	Telephone	Email
Designated Safeguarding Lead	Anna Lang Dawn Wren	07867672058 07921808889	annalang@berksmusictrust.org.uk dawnwren@berksmusictrust.org.uk
Deputy Designated Safeguarding Lead	Ella Foster	07581180976	ellafoster@berksmusictrust.org.uk
Chair of Trustees	Jon Carroll		joncarroll@berksmusictrust.org.uk

The key contacts within the Local Authorities are:

Pan Berkshire Safeguarding Procedures: http://berks.proceduresonline.com/

Authority	Name	Telephone contact	Email
West Berkshire	CAAS	01635 503090	child@westberks.gov.uk
Reading	Child's single point of access	0118 937 3641	www.brighterfuturesforchildren.org/concerned-about-a-child
Wokingham		0118 908 8002	triage@wokingham.gov.uk
Bracknell Forest	MASH team	01344 352005	mash@bracknell-forest.gov.uk
RBWM	MASH team	01628 683150	MASH@achievingforchildren.org.uk
Slough	Referral and assessment Service	01753 875362	sloughchildren.referrals@sloughchildrenfirst.co.uk
Oxfordshire	MASH Team	0345 050 7666	No email
Buckinghamshire	First Response Team	01296 383962	secure-cypfirstresponse@buckinghamshire.gov.uk
Hampshire	MASH Team	0300 555 1384	No email

FLOWCHART


Safeguarding Flowchart
Do you have a concern about a child?
Remember signs and symptoms:
Physical
Neglect
Emotional
Sexual
YES
Observe—what do you see/have seen?
Listen—what have you heard?
What has been said to you.
Voice your concerns to the DSL
Write it down
How to respond
Don't interrogate the child
Don't put words into their moth
Don't make promises to keep a secret or maintain confidentiality
Listen and make notes using the child's exact language
Are you in a school or music centre?
School
Ask to speak to the school DSL and report before you go.
Follow up your concern in writing to BMT DSL within 24 hours.
Music Centre
Is a child's life in danger?
YES
Phone 999
Phone one of the DSL team.
Put concerns and actions in writing as soon as possible to BMT DSL within 24 hours.
NO
Phone and discuss your concerns with one of the DSLs
Put concern in writing within 24 hours to the DSL.
The DSL will advise on appropriate action and contact the DSL from the pupil's school or the UA in which the pupil resides. The DSL will contact parents if appropriate.

1. PURPOSE

1.1 An effective whole-organisation child protection policy is one which provides clear direction to staff and others to promote the Child's welfare. An effective policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child.

1.2 This policy links with the Pan Berkshire child protection procedures which can be found by clicking on the following link https://berks.proceduresonline.com/

2. INTRODUCTION

2.1 We take seriously our responsibility to protect and safeguard the welfare of children and young people in our care. "The welfare of the child is paramount". (Children Act 1989) Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's Mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Keeping Children Safe in Education 2026.

2.2 Section 175 of the Education Act 2002 places a statutory responsibility on governing boards to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. Working Together to Safeguard Children 2023 and Part 2 of Keeping Children Safe In Education 2026 sets out the responsibilities of governing boards including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or governing boards. (Links to all documents in Appendix 7.) As Berkshire Music Trust works across schools, we follow the same guidelines.

2.3 Section 11 of the Children Act 2004 (appendix 7) sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children". Consequently, staff in these establishments play an important part in safeguarding children from abuse, neglect and exploitation. This includes early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people and should be able to manage situations where there are child welfare concerns". Safeguarding is everyone's responsibility and should be a child centred approach". (Working Together, 2023).

2.4 This policy applies to all pupils, staff, trustees, volunteers, contractors and visitors to Berkshire Music Trust.

2.5 We recognise our responsibility for making contacts and referrals and not to make enquiries or investigate.

2.6 This policy should be read in conjunction with the following policies: Safer Recruitment, Low Level Concerns, Code of Conduct and Social Media Policy.

3. TRUST POLICY

3.1 We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse and extremism. Safeguarding is everyone's responsibility; therefore, everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Education settings and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, 2023.) In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and promotes the child's welfare and they should consider what is in the best interests of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

4. SAFEGUARDING PROCEDURES

4.1 Line Managers and DSLs (Designated Safeguarding Lead) will ensure all staff members are aware of the systems within the Berkshire Music Trust which support safeguarding, and these should be explained to them as part of their induction. Induction includes a safeguarding introduction and making sure that all staff members know who the DSL team are.

4.2 The DSL will ensure a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. Parents must be made aware of concerns and their consent sought in accordance with local procedures, unless doing so would increase the risk of or actual harm to a child. If in doubt, contact CAAS for consultation and advice. The DSL will also ensure that the rationale for any decisions is also recorded.

4.3 The DSL team will ensure local procedures for notifying the local authority and parents are available, understood and followed; that comprehensive records are held and shared between the relevant agencies to help and protect children.

4.4 The DSL and line managers will ensure all staff understand how to report concerns about a child and how to act if a child is saying something that could be a disclosure.

4.5 There is always a Senior Leader acting as an emergency contact. If the Senior Leader is absent then they have contact details for the DSL team.

5. CREATING AND MAINTAINING A SAFEGUARDING CULTURE

5.1 An environment where students feel safe and secure is vital to ensure that the student gets the best outcomes.

5.2 Berkshire Music Trust strives to ensure staff feel confident to promote best practice at all times and challenge any practices that do not meet the standards expected of staff and volunteers or that also contravenes the staff code of conduct.

5.3 All adults working with, or on behalf of children have a responsibility to protect them. All staff, trustees and volunteers should know those members of staff who have a key safeguarding responsibility within Berkshire Music Trust.

5.4 All staff will ensure positive behaviour is promoted consistently. Reasonable force, including restraint, should be discouraged and only used in strict accordance with the legislative framework to protect the child and those around them, and in line with Appendix 5. All incidents will be reviewed, recorded and monitored and the views of the child sought and understood.

6. TRAINING AND SUPPORT

6.1 The CEO and all staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.

6.2 The expectation from the local authority and the Safeguarding Partnership is that the minimum requirement that all staff and Trustees should receive safeguarding training every year. Staff also receive regular safeguarding updates.

6.3 Training should be in line with advice from the Berkshire West and Berkshire East Safeguarding Children Partnerships and government guidance. In addition, all staff members should receive regular safeguarding and child protection updates (e.g., via email, e-bulletins, staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguarding children effectively.

6.4 This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff.

6.5 The Designated Safeguarding Lead will ensure that all staff complete universal safeguarding training face to face in line with guidance from the Berkshire West Safeguarding Children Partnership or statutory guidance.

6.6 Staff training records will be kept up to date to monitor this. All staff, students, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Safeguarding Lead and informed of the school's procedures in reporting concerns.

6.7 All members of staff have a responsibility and be aware of the signs of abuse, neglect and exploitation so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. In addition, all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff should be aware that behaviour linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. All staff then have a responsibility to take appropriate action, working with other services as needed.

7. PUPILS AT RISK

7.1 We recognise the importance of identifying vulnerable pupils that may be at risk of abuse (Categories of Abuse – see Appendix 2), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons, and this may not be permanent.

7.2 We recognise the following as vulnerable groups (although not exclusively):

- Children with Special Educational Needs
- Children with emotional/behavioural/attachment disorders
- Children known to the Youth Offending Team
- Children attending alternative education provision (AP).
- Children who have experienced multiple suspensions, is at risk of being permanently excluded from schools, or colleges.
- Children with caring responsibilities or classified as a young carer
- Looked after children and those subject to private fostering arrangements
- Children missing education/low attendance
- Children who frequently go missing from education, home or care.
- Children dealing with issues around domestic abuse
- Children from Gypsy, Roma, Traveller communities
- Children experiencing bereavement
- Children in receipt of FSM or PPG (Free School Meals or Pupil Premium Grant)
- Children at risk from neglect; physical; sexual and emotional abuse
- Disabled children
- Children at risk of exclusion
- Children at risk from bullying, including online bullying and prejudice-based bullying
- Children at risk of child-on-child abuse
- Children at risk from the impact of new technologies on sexual behaviour, for example sexting
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism and radicalisation
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour-based violence or forced marriage
- Children affected by substance misuse (drugs, alcohol)
- Children affected by mental health issues
- Children affected by faith abuse
- Children affected by gender-based violence or violence against women and girls
- Children affected by fabricated or induced illness
- Children affected by issues around bullying
- Children affected by crime
- Children affected by cybercrime
- Children affected by gang activity
- Children affected by gender reassignment lesbian, gay, bisexual and transgender (LGBT) abuse.
- Children who have a parent or carer in custody or who is affected by parental offending.
- Child being pregnant and or a parent themselves.
- Child exhibiting early signs of abusive, violent and/or harmful behaviours.

7.3 Leaders and staff will recognise vulnerable pupils and support them through:

- An individualised curriculum, to encourage self-esteem and self-motivation.
- Berkshire Music Trust ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of positive behaviour strategies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable, but they are still valued.
- Regular liaison with other professionals and agencies that supports the pupils and their families.
- A commitment to develop productive and supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

7.4 Staff will ensure that wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from partner agencies.

7.5 Leaders will ensure that Berkshire Music Trust contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, 2023) and where appropriate. Berkshire Music Trust where necessary will work with social care, CAAS, the police, health services and other services to promote the welfare of children and protect them from harm. Data protection fears should not be a barrier to information sharing as the safety of the child is paramount. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

7.6 Leaders will ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Keeping Children Safe in Education 2026

7.7 If a child has a medical condition, a safeguarding referral is only needed where an incident indicated that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to a school or where children are repeatedly sent to school without essential medication.

8. RADICALISATION AND EXTREMISM

8.1 Berkshire Music Trust values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

8.2 Berkshire Music Trust seeks to protect children and young people against the messages of all violent extremism and is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

8.3 Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

8.4 Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the Berkshire Music Trust's child protection and safeguarding procedures as outlined in section 3.

9. ONLINE SAFETY

9.1 Berkshire Music Trust believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in/receive regular updates in how to use electronic communication safely.

9.2 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. Berkshire Music Trust recognises its role to play in reporting these concerns.

9.3 The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; *for* example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

9.4 The Board of Trustees should ensure appropriate filters and appropriate monitoring systems are in place. These will be checked and monitored yearly.

9.5 Photographs, video and electronic images of pupils and staff are classed as personal data under the GDPR. The use of this is covered under our Privacy Policy.

10. PROFESSIONAL BOUNDARIES FOR STAFF AND CODE OF CONDUCT

10.1 Code of Conduct - All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our staff Code of Conduct policy. Staff should always avoid behaviour which might be misunderstood or misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable children and young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

10.2 Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 8. A copy of 'Guidance for Safer Working Practice for Adults who work with Children and Young People' will be available for all staff and volunteers to read. All staff are required to read Part One of Keeping Children Safe in Education, Sept 2026,

10.3 Staff members and volunteers are required to sign up to and follow the trust's Code of Conduct.

10.4 The Code of Conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and carers on the school website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate. Keeping Children Safe in Education, Sept 2026 states that schools must have a staff Code of Conduct.

10.5 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the organisations Code of Conduct and this policy.

10.6 All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.

10.7 The usage of all electronic provisions, including online storage set up by this establishment are monitored. All access rights are terminated upon the cessation of relevant employment contract.

11. PROFESSIONAL CONFIDENTIALITY

11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Safeguarding Training mentioned in section 8. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret. Where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities. Children can be reassured that only the people

who "need to know" will be informed, that this will be the minimum necessary and that information will not become common knowledge.

11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined above.

12. CHILD ON CHILD ABUSE

12.1 The Trust recognises that children may abuse other children. All staff should be clear our policy and procedure with regard to Child-on-Child abuse. This may include but would not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, shaking, kicking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration, sexual assault.
- Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, which may be stand alone or part of a wider pattern of abuse. (Part Five of Keeping Children Safe in Education 2026)
- Consensual and non-consensual sharing of nude and semi-nude images or videos including those generated using AI.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage with sexual activity with a third party.
- Up-skirting which involves taking a picture under a person's clothes without their consent with the intention of viewing their genitals or buttocks to gain sexual gratification or to cause the victim humiliation, distress or alarm.
- Up-skirting is a criminal offence under The Voyeurism Act (2019)
- Initiation or hazing type violence and rituals.

12.2 All reports of child-on-child abuse will be taken seriously and acted upon in line with the behaviour policy. Support will be given to all parties including those pupils accused of abusing another child.

12.3 All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy).

12.4 It is essential that all staff understand the importance of challenging inappropriate behaviours between pupils that are actually abusive in nature.

12.5 Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children, and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

13. SERIOUS VIOLENCE

13.1 Serious violence is a continuing safeguarding concern. It may involve:

- Physical assault
- Carrying, threatening with or using weapons often in the context of peer conflict or bullying
- Can be associated with criminal exploitation.

13.2 All staff should be aware of indicators, which may signal that children are at risk from, or are involved in serious crime and understand the measures in place to manage these. Additional information is available in Appendix 3.

13.3 Staff should report any concerns about a child carrying or using a weapon or expressing intent to do so to the designated safeguarding lead or a deputy.

13.4 For further information about sexual violence and sexual harassment see Keeping Children Safe in Education 2026 Part Five

13.5 All staff should be clear as to our policy and procedures with regards to Child-on-Child abuse, and the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings - 0800136663.

14. WHISTLEBLOWING

14.1 Trustees will ensure that all staff know how to make a complaint and understand policies on whistleblowing (set out in Part 4 of Keeping Children Safe in Education 2026)

14.2 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

14.3 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistleblowing Policy which should be viewed alongside this policy.

14.4 Whistleblowing concerns about the CEO should be raised with the Chair of Trustees.

14.5 Where a staff member feels unable to raise an issue with their employer or feel their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

14.6 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

15. ALLEGATIONS

15.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

15.2 The Board of Trustees should ensure there are procedures in place to handle allegations against teachers, CEO, volunteers and other staff.

15.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the Pan Berkshire Child Protection Procedures. Further guidance can be found in Part Four of KCSIE, September 2025.

15.4 The CEO, Designated Safeguarding Lead or another Senior Manager should, in the first instance, contact the Local Authority Designated Officer (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation against Staff/Volunteer Meeting (ASV). Where the allegation is against the CEO, the Chair of Trustees will take this action.

15.5 If, for any reason, it is decided that an Allegations Against Staff and Volunteer Meeting is not appropriate, it may be necessary to address matters in accordance with the Berkshire Music Trust's disciplinary procedures in liaison with HR.

15.6 Staff and volunteers, as part of their induction, are provided with a guide for staff faced with an allegation of abuse.

15.7 The Board of Trustees should ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

15.8 The Board of Trustees should also ensure that there are procedures in place to handle allegations against other children.

16. CHILDREN WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY

16.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. The trustees should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

17. CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES

17.1 Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with special educational needs and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.

18. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

18.1 The role of Berkshire Music Trust staff is not to diagnose mental health problems, but they can help fulfil four key roles.

- Promoting good mental wellbeing and preventing the onset of mental illness.
- Observing children and identifying early those who may be experiencing or at risk of developing mental health problems.

- The DSL team will ensure in liaison with schools or other agencies that early targeted support is offered.
- The DSL team will liaise with and refer to specialist services where needed.

19. CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL, OR WHO ARE QUESTIONING THEIR GENDER

19.1 A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

19.2 Berkshire Music Trust are aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs for example relating to relationships with family, peers or broader social environment including discriminatory bullying.

19.3 Berkshire Music Trust will be guided by the schools and parents as to the child's individual needs. Records will not be changed at Berkshire Music Trust without the permission of the parent. We will not initiate any action regarding social transition at our music centres without express consent of the parents and records will be kept of those discussions.

19.4 In cases where a child confides in a member of staff about their feelings, but does not ask for any changes in the way they are treated then there is no reason to break any confidence unless there is a related safeguarding risk. Berkshire Music Trust would then follow our procedures where a conversation with a child raises concerns about the child's wellbeing or safety including involving parents or carers where appropriate.

19.5 Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

19.6 Berkshire Music Trust will ensure that all relevant staff are aware of a child's biological sex in all cases and will record the biological sex accurately.

19.7 Berkshire Music Trust will be particularly conscious of vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth. These should involve the safeguarding lead.

19.8 See Appendix 9

20. TERMINOLOGY

20.1 **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children, 2018) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

20.2 **Safeguarding and promoting the welfare of children** is defined as: protecting children from maltreatment; preventing impairment of children's Mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes; providing help and support to meet the needs of children as soon as problems emerge; and protecting children from maltreatment inside and outside the home including online. Keeping Children Safe in Education 2026. Working Together to Safeguard Children, 2023 states that 'safeguarding children and protecting them from harm' is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

20.3 **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Harm can include children witnessing the ill-treatment of others and this is particularly relevant when children see, hear or experience domestic abuse and its effects.

20.4 **Staff** refers to all those working for or on behalf of the trust, full time or part time, in either a paid or voluntary capacity.

20.5 **Children** includes everyone under the age of 18.

20.6 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

20.7 **Extremism** refers to the Government's 'Prevent Strategy' which defines extremism as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces".

20.8 **Prevent** is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools, colleges and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

20.9 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise children and young people who may be susceptible to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

20.10 **Sexting** is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex or sending nudes.

20.11 **Child on Child** abuse occurs when a young person is exploited, bullied /harmed or sexually assaulted or sexually harassed by another child under the age of 18.

20.12 **Safeguarding Outside the Home** is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online

can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

21. GOVERNANCE AND LEADERSHIP

The responsibility of Trustees.

21.1 Part 2 of Keeping Children Safe in Education 2026 sets out the responsibilities of governing boards, proprietors and management committees. Governing boards. Our Board of Trustees has agreed that our safeguarding arrangements will be in line with Keeping Children Safe in Education.

21.2 The Trustees must ensure they in place have a Designated Safeguarding Lead (DSL), and a Deputy Designated Safeguarding Lead (DDSL) from the senior leadership team and/or Human Resources, who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners. The Designated Safeguarding Lead and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on Safeguarding concerns.

21.3 The Board of Trustees should ensure all staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in Annex C, Keeping Children Safe in Education 2026.

21.4 The Trustees must ensure that there is a job description for the Designated Safeguarding Lead that states all the duties and responsibilities undertaken by the DSL.

21.5 The Trustees should ensure that all staff have the skills, knowledge and understanding necessary to safeguard children in the care of the local authority.

21.6 Trustees should ensure there are effective and appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These include:

- An effective Child Protection & Safeguarding policy is in place and is approved by the Board of Trustees on an annual basis (and as and when other updates occur).
- A Staff Code of Conduct
- Safer Recruitment Policy
- Social Media Policy
- Low Level Concerns Policy

21.7 These policies, along with Part One of Keeping Children Safe in Education 2026 and information regarding the role of the Designated Safeguarding Lead, should be provided to all staff on induction. The DSL team should take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

21.8 The Child Protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the

Berkshire West and Berkshire East Safeguarding Children Partnership, be updated annually (as a minimum), and be available publicly either via the Staff Hub or by other means.

21.9 The CEO should ensure that the above policies and procedures, adopted by The Board of Trustees, particularly concerning referrals of cases of suspected abuse, neglect and exploitation, are followed by all staff.

21.10 The Board of Trustees is responsible for ensuring there are in place statutory policies and procedures for safeguarding, safer recruitment, allegations management and whistleblowing. The named governor for safeguarding and whistleblowing will have oversight of how the policy and procedure are followed.

21.11 The Board of Trustees should also ensure that the child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with.

21.12 The Trustees should appoint a Safeguarding Trustee who should act as the link between the governing board and the setting in relation to Child Protection and Safeguarding. The Board of Trustees are responsible for ensuring that the Safeguarding Trustees meets with the Designated Safeguarding Lead and that there is a safeguarding update twice a year to the Board of Trustees.

21.13 The Trustees should ensure that the DSL takes responsibility for the monitoring and filtering systems on the network that any children have access to. The filtering and monitoring should be reviewed annually and take into account blocking harmful and inappropriate content.

21.14 The Board of Trustees should ensure, training undertaken by both staff and governors is in line with advice from the Berkshire West Safeguarding Children Partnership, and that Safer Recruitment and all required training is compliant and meets the required standards. At least one member of the Board of Trustees is safer recruitment trained.

21.15 The Board of Trustees will ensure that the Single Central Record details of staff, volunteers and trustees is current, complete and compliant.

21.16 The Trustees and Senior Leadership Team will ensure that pupils know that there are adults within the organisation they can approach if they are worried or are in difficulty.

21.17 The Trustees and Senior Leadership Team will establish and maintain an environment where students feel safe and secure and are encouraged to talk and are listened to. Staff will respond with clear boundaries about what is safe and acceptable, and they seek to understand the triggers for children's behaviour. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

22. STATUTORY FRAMEWORK

22.1 This policy is in line with guidance from the following legislation and statutory guidance:

- The Children Act 1989 & Section 11 of the Children Act 2004
- The Education Act 2002 (Section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (Sept 2026)
- Inspecting safeguarding in early years, education and skills settings, 2016, Ofsted
- Berkshire Child Protection Procedures
- What To Do If You're Worried a Child Is Being Abused
- Prevent Within Schools, a toolkit for schools May 2015

Copies of the above can be accessed in the staff hub.

23. Version Control

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Version:	**3.0**	
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24. APPENDICES

25. APPENDIX 1 - TYPES OF ABUSE AND NEGLECT

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child having a Child Protection Plan.

They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

Physical abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, scalding, drowning, suffocating or otherwise; causing physical harm to a child
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, e.g., witnessing domestic violence or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or no penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Meet or respond to basic emotional needs
- Ensure adequate supervision including the use of adequate care givers
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

26. APPENDIX 2 - RECOGNISING ABUSE & NEGLECT

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of possible significant harm
- Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care/CAAS.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into or have contact with the household.

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non-medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Bruising, biting, burns, scalds, scars
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Fear of returning home

- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

Indicators of Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators.

Parent / carer & child relationship factors

- Abnormal attachment between a child and parent/carer e.g. anxious, insecure or avoidant, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scapegoating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural/legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction
- Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another.

Child presentation concerns

- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

Parent/carer related issues

- Dysfunctional family relationships including domestic violence
- Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties
- Parent or carer emotionally or psychologically distant from child.

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about, and full account should be taken of cultural sensitivities of individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed, and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

Behavioural indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away.

Physical indicators of sexual abuse may include:

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy.

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g. neglect of the child's physical needs possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers.

Child related indicators:

- Non–organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and /or other educational milestones
- A child who is unkempt or inadequately clothed or dirty or smells
- A child who is perceived to be frequently hungry, scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech language delay
- Recurrent /untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies
- Unmanaged /untreated health/medical conditions including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self esteem
- Child thrives away from home environment.

Indicators in the care provided:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP

registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

27. APPENDIX 3 - FURTHER INFORMATION ON SPECIFIC SAFEGUARDING TOPICS

Children who are absent from education for prolonged periods and/or repeated conditions

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. If any staff think that a child has gone missing from education, then this should be reported to one of the safeguarding leads.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Criminal exploitation

Serious violence; and gang related activity

Children who are at risk of criminal exploitation or serious violence may display the following indicators:

- Children who have increased absence from school.
- Children who go missing.
- Children who have a change in friendships.
- Children who have friendships with older individuals or groups.

- Children who have unexplained gifts or money
- Children who display a significant decline in performance.
- Children who's wellbeing declines.

Advice for staff is available in the Home Office Guidance Preventing Youth Violence and Gang Involvement and Criminal exploitation of children and vulnerable adults: county lines guidance.

So called 'Honour Based' Violence

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 41-42 of the Multi Agency Statutory Guidance on Female Genital Mutilation (FGM). Multi Agency Statutory Guidance on FGM (pages 60-62 focus on the role of schools and colleges) and pages 13-14 of the Multi agency guidelines: Handling cases of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation (FGM) mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. Unless the teacher has a good reason not to, they should

also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further details can be found in Annex A, KCSIE, Sept 2019.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published multi-agency guidelines, with pages 32-36 focusing on if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

Prevent

From 1 July 2015 all schools and all colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". For full details please refer to the Prevent duty. As our staff work in schools, they need to be aware of their duty.

British values

Berkshire Music Trust expects staff to promote British values and to maintain high standards of ethics and behaviour both in and outside of work. Staff are expected to challenge opinions or behaviours whilst working with children that are contrary to fundamental British values. The fundamental British values are:

- Democracy
- Rule of Law
- Respect and Tolerance
- Individual Liberty

28. APPENDIX 4 – PHYSICAL CONTACT AND INTERVENTION

Berkshire Music Trust supports the position taken by the Human Rights Act 1998 and seeks to protect the rights of all children and young people. This policy aims to promote positive management strategies in all its establishments providing for children and young people. The safety and well-being of all staff, children and young people is of paramount importance.

Physical intervention is the use of force to control or restrain children. This raises two major issues:

1. What is reasonable force?

2. What sort of behaviour warrants physical intervention?

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Physical interventions should only be used in the last resort and in the best interests of a child or other children e.g. to stop them causing harm to themselves or others.

Acceptable physical intervention could be considered to be:

- Physically interposing between children
- Blocking a child's path to stop them injuring themselves
- Holding a child back e.g. to stop a fight or running out into a road
- Leading a child by the arm or hand
- Pulling or pushing children apart in the case of a fight
- Shepherding a child away by placing a hand in the centre of a back.
- Using restrictive holds in extreme circumstances.

Non-acceptable physical intervention:

- Any corporal punishment
- Holding a child round the head, neck or ear
- Slapping, punching or kicking a child
- Twisting or forcing limbs against a joint.
- Tripping up a child.
- Holding a child face down on the ground.

There are three main circumstances in which physical interventions may be necessary:

1. Where action is necessary in self-defence or because there is an imminent risk of injury
2. Where there is a developing risk of injury or significant damage to property
3. Where a child is behaving in a way that is compromising good order and discipline.

- Staff should always consider carefully whether physical intervention is appropriate. They should try to deal with a situation through other strategies before using force.
- All staff need developed strategies and techniques for dealing with difficult children which they should use to defuse and calm the situation, particularly where there is no direct risk to

people and property. As the aim is establishing good order, any action which could exacerbate the situation needs to be avoided.

- The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.
- Physical intervention should never be used as a substitute for good behavioural management.
- If restraint or physical intervention is necessary, the member of staff should in the first instance ensure another adult is present (to prevent subsequent false allegations) or send another student for adult assistance immediately. Always try to ensure that there are objective witnesses present.

Protocols and Procedures

Restraint should be used rarely and only when a child is in personal danger, is threatening the safety of other children or when there is wilful damage or the threat of significant damage to property. There needs to be a clear and agreed definition of what constitutes behaviour prejudicial to maintaining good order and discipline.

- All possible steps should be taken before using restraint in crisis intervention, through dialogue, diversion and clear instructions.
- Physical restraint involves holding, detaining and moving children against their will and the restriction of movement.
- Staff need to exercise professional judgement to ensure that only the minimal force necessary is used. Restraint should last for the shortest time possible to achieve its purpose.
- Children and parents or carers should be helped to understand the situations in which restraint may be used and its purpose. A written record should be made where restraint has been necessary, and parents should be routinely informed.
- Restraint may be part of a planned strategy for a specific behaviour for a certain child. This should be as part of a planned risk assessment with professionals and appropriate training should have been completed.

Risk Assessment

Risk assessments:

- identify preventative and protective measures which need to be put in place
- should always be undertaken on children with known severe behavioural difficulties

Medical advice should be sought on children' specific conditions and implications for physical intervention.

A child assessed to be at risk of needing physical intervention should be the subject of a formally recorded risk assessment.

This should:

- outline the strategies which will be used to defuse situations
- give techniques staff will normally aim to use and those which would be inappropriate
- outline what training is needed.

- be reviewed and revised as appropriate, with all relevant staff informed
- wherever practicable, be made known to parents/carers and relevant professionals
- be placed on child's personal file.
- Good practice would involve parents/ carers and the children themselves in the proposed strategy

Recording and Monitoring of Incidents

Staff should keep detailed written reports of all incidents where physical interventions have been used. A copy should be handed to the DSL within 24 hours and will be kept securely.

Involvement of children parents and carers

Incidents involving the use of force can cause the parents of the children involved great concern. It is always advisable to inform parents of an incident involving their child and give them an opportunity to discuss it. The DSL or CEO, to whom the incident is reported, will need to consider whether that should be done straightaway and whether parents should be told orally or in writing. Staff should not, in the first instance, communicate concerns to parents. Discuss all matters with DSL first.

Complaints

In the event of a complaint, however, a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or under child protection procedures.

In the unlikely event that a complaint results in a disciplinary hearing or a criminal prosecution or in a civil action brought by the child or the parents the panel or court would have regard to the provisions of law and it would also be likely to take account of the policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption, in considering all the circumstances of the case.

Guidance

- Staff should avoid physical contact in the normal course of teaching. Staff should model, demonstrate or use another student to model wherever possible.
- In occasional circumstances, where it is necessary for physical contact, then verbal permission must first be sought from the pupil before invading any personal space and this should only occur in the presence of a third party.
- The staff should be aware of proximity from the pupil and keep a suitable distance, i.e. one where the pupil does not feel that their personal space is being invaded.
- Staff are advised to avoid standing behind or leaning over students.
- Where children have special educational needs any use of physical intervention except in a crisis should be incorporated into the child's EHCP or individual behaviour plan.
- Any physical contact that was unintentional can be self-reported to the DSL in confidence.

29. APPENDIX 5 – SAFEGUARDING GUIDANCE FOR STAFF AND VOLUNTEERS

Berkshire Music Trust fully recognises its responsibilities for child protection. Our policy applies to all staff and volunteers working within the organisation and is intended to support the policy of each Unitary Authority in Berkshire.

Below are practical guidelines and procedures which staff and volunteers should adopt in relation to Child Protection. Please also read the BMT Social Media Policy and Staff Code of Behaviour and Conduct.

FAMILIARITY

- Staff should always model respectful behaviour.
- Avoid 'special' relationships.
- Avoid selecting young people for specific activities or privileges to avoid perceptions of favouritism or unfairness.
- Do not intimidate, bully, humiliate, coerce, threaten or undermine any child or young person.
- Do not use your professional status to form or promote relationships which are of a sexual nature or may become so.
- Only make contact with children for professional reasons and in accordance with BMT policy as laid out here.
- Keep all communication professional. Do not use emojis or text speak.
- Never initiate social contact with children outside of the teaching situation; avoid Facebook etc. Have no secret contact with children.
- Do not communicate with current students via text, what's app or social media. It is fine to use their school email.
- With gap year students, it is fine to communicate via text or what's app. However, be professional at all times, do not use emojis, text speak and keep copies of the messages. Do not get drawn into conversations about pupils' private lives or anything that has the potential to be misconstrued.
- Understand that communications may be called into question and need to be justified
- Be aware that social contact in certain situations can be misconstrued
- Avoid any actions which may be interpreted as 'over familiar'.
- Do not make familiar, personal comments to young people about their appearance, dress etc. which may be misconstrued. Do not ever call young people 'love', 'darling', 'sweetheart', etc. (Equally, avoid such language/comments when communicating with colleagues.)
- Social contact with pupils you teach should be limited to organised BMT events only.
- Advise SLT of any social contact with a child that may give rise to a concern
- Avoid sending birthday cards or similar, gifts etc. to children, discuss with line manager/SLT if necessary. The giving of gifts can be misinterpreted.
- Exercise great care in situations where a parent comes to depend on you for support outside of your professional role. Always report these situations with the DSL.
- Report and record any incident which suggests that a child/young person may have developed an infatuation with an adult in the work/teaching environment. Discuss with SLT/line manager/parent at the earliest opportunity so that appropriate action can be taken to avoid distress, embarrassment or repercussions.
- There should be zero tolerance of any sexual violence and harassment, and it is never acceptable and won't be tolerated. It is important not pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys".

This can lead to a culture of unacceptable behaviours and an unsafe environment for children.

ACCOMMODATION

- Where tutors are required to teach in a 1:1 situation, then the teaching room should be viewable from the outside. Where this is not the case then the teacher should bring this issue to the attention of a senior member of BMT staff and a responsible person in the School/Centre concerned. Doors should be left open in these instances.
- Avoid meetings with young people in remote, secluded areas.
- Inform colleagues/parents about lone situations and assess the need to have them present or close by.
- Avoid use of 'engaged' signs or other. This implies/creates an opportunity for secrecy.
- Avoid home tuition, visits by young people to your home. Under no circumstances should adults engaged in BMT work visit a child/young person in their home or invite a child to their own home. (Self-employed teachers who offer private tuition should ensure appropriate insurance and risk assessments are in place for their own protection and that of the young person in such circumstances.) BMT teaching will not take place in teachers' or student's homes. On rare occasions where a visit to a child's home may be necessary (e.g. to deliver/collect a child), ideally a risk assessment should be in place prior to the visit, the visit should not be made alone, line manager should be consulted, a written record of the visit should be kept etc. unless in the case of an emergency when a record should be made, kept and be available for scrutiny. If one-off arrangements are required, the adult must ensure the visit is justified, have a discussion with a senior manager and the parents/carers and the arrangement is agreed and recorded. Adults must always have access to a mobile telephone and emergency contact person. Ensure that adult is never exposed to unnecessary risk.

CHILDREN AND YOUNG PEOPLE IN DISTRESS

- Offer reassurance and comfort in an age-appropriate way
- Record actions
- Maintain clear professional boundaries
- Never touch, hug or cuddle a child. Refrain from placing an arm around shoulders. Never touch a child in a way which could be misconstrued or considered indecent.
- Do not assume that children seek physical comfort if they are distressed.
- Report any situation where a child becomes distressed or angry

PERSONAL CARE (tours/trips/outings)

- Avoid visually intrusive behaviour
- Avoid contact if children are in a state of undress (tours)
- Announce intention of entering rooms by knocking loudly, waiting, announcing that you intend to enter if supervising young people on residential trips
- Do not shower or bathe in the same place as children or with them
- Do not assist in any personal task which young people can undertake for themselves.
- Never share beds or bedrooms with young people
- If administering first aid, ensure another adult is present and aware of the intended action, explain to the child.
- Ensure parental consent is given in writing for all aspects of the proposed activity in accordance with Berkshire Music Trust offsite and educational visits policies.

TRANSPORTING CLIENTS

- Lifts should not be given to pupils in staff cars except in exceptional circumstances with parental written (or CEO) permission. Car EVF forms must be completed and submitted as part of the Risk Assessment. Insurance cover must be appropriate for business use. Cars must be taxed and roadworthy, owner/driver must have business insurance and maximum capacity must not be exceeded.
- Adults must ensure they are fit to drive, free from alcohol, drugs and medication which may impair judgement or ability to drive, free from health issues which may cause problems whilst driving.
- Adults must be aware that they are responsible for the health and safety of the child until they are passed to a parent/carer other responsible adult.
- Record all such journeys in accordance with BMT policy and ensure impromptu lifts are recorded and can be justified on the grounds of the child's safety and well-being if questioned.
- Ensure that behaviour is appropriate at all times.
- Place all young people in the back of the car only with seat belts fastened.

CONTACTING CLIENTS BY TELEPHONE / EMAIL

- Calls, emails and texts to parents are acceptable providing there is good reason, however staff should always ask to speak to the parent / carer and never the child.
- Ensure all text messages and/or emails relate to professional information re lessons/music activities only and are formal. (No emojis or kisses at the end of messages.)
- Calls, emails and texts to all pupils should be avoided in all cases. You should not text or call older students on their own device. If a secondary pupil has lessons in school, then you may use their school email address only.
- Permission must always be obtained from parents to communicate via email, text etc.
- Do not use internet or web-based communication channels to send personal messages to children.
- You should not have pupils or parents as friends on any form of social media unless you know them in a different capacity.

PHOTOGRAPHY AND IMAGES

- Berkshire Music Trust staff (including Self Employed colleagues and volunteers) are not permitted to make identifiable visual images of pupils/children during the course of their work. This includes Berkshire Music Trust's students in lessons, ensembles, events, exams etc.
- The use of mobile phones or mobile devices (tablets) to take images of children/pupils, even if the image is to record teaching/learning issues relating to instrumental technique, posture etc. is prohibited
- Any photographic recording of images for public marketing or examination purposes must be undertaken in line with GDPR and BMT privacy policy
- Report any concerns about inappropriate photography to DSL.
- Please refer to the acceptable use of IT policy for further guidance.

WHAT TO DO IF ABUSE IS SUSPECTED

You have a legal duty to report any suspicion of abuse. In the first instance you should inform the Designated Child Protection Officer of the school (if the teaching is during the school day). You must then report that there has been a child protection issue to the DSL of Berkshire Music Trust who is responsible to the CEO for Child Protection matters. If the suspicion of abuse is raised in an 'out of school' or 'after school' situation you must inform the DSL, or if unavailable, the Deputy DSL or CEO who will take the necessary action. See the flow chart of 'What to Do if You Are Worried….'

Report any Safeguarding concerns to one of the DSLs.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or being threated. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

WHAT TO DO IF A CHILD OR VULNERABLE ADULT SPEAKS TO YOU ABOUT ABUSE

- Reassure the child / adult that you will take what is said seriously.
- Keep calm.
- Listen. Do not prejudice anything by making judgements.
- Tell the child that you will need to talk to someone else – do not promise confidentiality.
- Be aware that the child may have been threatened, intimidated or made to promise secrecy
- Never push for more information than has been freely given or ask leading questions.
- Hear the allegations clearly. Write down exactly what was said/told to you in the exact language used by the child, not in your own paraphrased words.
- If there is an online element to the disclosure then this needs to be handled carefully. The key consideration is not to view or forward illegal images of a child. It is best to ask for the device and hand it to the police.
- Refer the case to the correct person immediately. (See above)
- Do not discuss the case with anyone else apart from the school's DSL and the DSL of Berkshire Music Trust, the Deputy DSL or CEO.

30. APPENDIX 6 – WEB LINKS

National and Local Government Guidance can be found by entering the headings below into your usual search engine.

The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:

- Keeping Children Safe in Education 2024
- Working together to safeguard children
- What to do if you're worried a child is being abused
- The Education Inspection Framework
- Ofsted safeguarding policy - Safeguarding children and young people and young vulnerable adults
- The Children Act 2004 - Section 11 of the Children Act 2004

- The Education Act 2011 - Section 175 of The Education Act 2011
- Education and Training (Welfare of Children) Act 2021
- Criminal Exploitation of Children and Vulnerable Adults
- Preventing youth violence and gang involvement - Serious Violence
- GDPR

31. APPENDIX 7 – VISITORS

- All visitors to music centres or any activities involving children or vulnerable adults need to be pre-approved by HR or line manager.
- If a visitor has a DBS, then this should be shown in advance where possible together with ID.
- The music centre receptionist needs to be told in advance and whether they are DBSed or will need to be accompanied.
- If you are arranging a visitor in advance to observe a rehearsal, lesson or workshop led by someone else then they should have at least 2 working days' notice.
- All visitors should be wearing a BMT lanyard and should be signed in. They should be shown where the staff toilets are.
- Ex-staff members, ex-trustees and ex-students should be treated in the same way as external visitors.
- No visitors should be wandering around upstairs in the offices at Stoneham Court unless they have had prior permission from the Senior Leadership Team or HR.

32. Appendix 8 – Sharing of Nudes and Guidance for Staff

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Sharing of Nudes

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18, online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. It can also refer to AI generated images where a child's head is superimposed onto a nude or semi-nude body.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

This guidance applies to music centre, county events and tours. It does not apply to teaching in schools who will have their own procedures to follow. Please make sure that you know the child safeguarding procedures in each school that you teach at. If you believe one of your students in a school has been a victim of someone sharing a nude or semi-nude photo of themself or someone discloses this to you, then you must inform the DSL of the school before you leave or leave a phone number for them to phone you back on. This takes precedence over teaching.

Understanding Motivations and Behaviours

Nudes and semi-nudes can be shared by, and between, children and young people under a wide range of circumstances and are often not sexually or criminally motivated. Some images may be created and shared consensually by young people who are in relationships as well as those not in relationships. It is also possible for a young person to be coerced into sharing an image with their partner. Incidents may also include:

- Finding nudes and semi-nudes online and sharing them claiming to be from a peer.
- Digitally manipulating an image of a young person onto an existing nude online or using artificial intelligence to generate a new nude or semi-nude image of a young person.
- Using images created or shared to abuse or blackmail peers. This could include:
    - Children and young people selling nudes or semi-nudes of other online
    - Children and young people coercing a peer into sharing a nude or semi-nude to blackmail them for money, further images or force them into illegal activity.

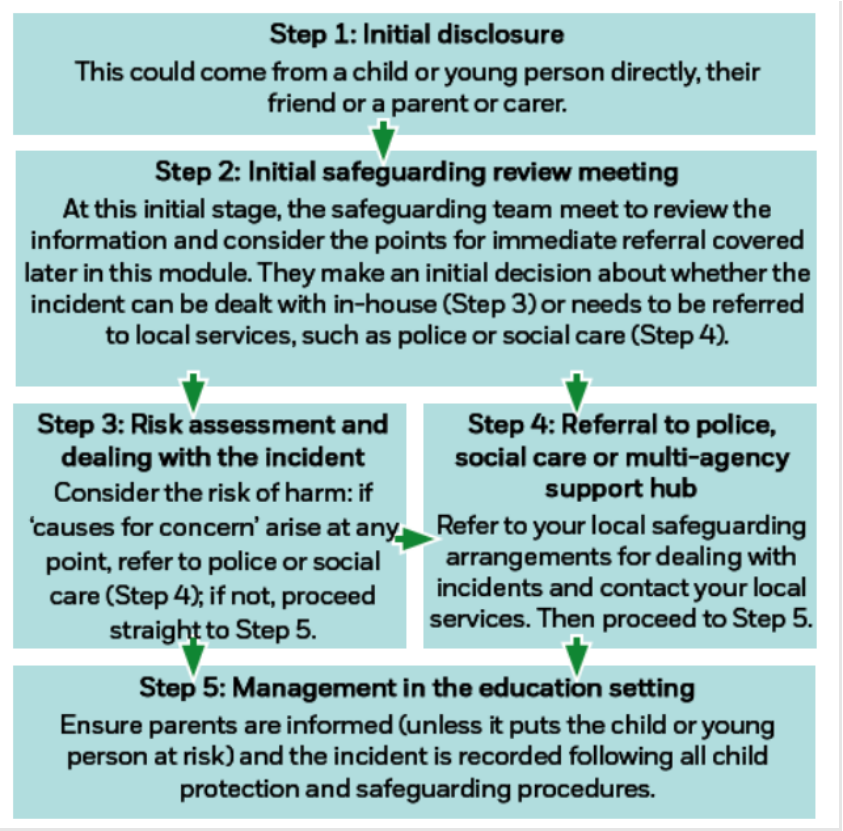
- Children and young people hacking a peer's account to share images more widely without consent to publicly shame.

- Children and young people create and share a nude or semi-nude with an adult who has presented themselves as someone under the age of 18 to groom, sexually abuse or blackmail them.

The Law

- it is an offence to possess, distribute, show and make indecent images of children
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

Managing an incident



Initial disclosure

1) If a child or young person discloses to you than they believe they are a victim of someone sharing or they disclose that they believe an image of someone else has been shared.
2) Ask questions but avoid why. Was it a consensual photo? How do they know it has been shared? Is there an adult involved?
3) Do not ask to see the photo, do not ask the child to delete the photo, do not try and take the phone. Do not get them to forward the picture onto you.
4) Reassure them that they've done the right thing by reporting.

5) Speak or phone a DSL or your SLT emergency contact immediately. If you have a SLT emergency contact use this first even if they are not the DSL as they will be available.
6) Write everything down as soon as you can, or even ask if you can take notes while the child or young person is talking. Send this to the DSL straight away.
7) If you believe the child's life is in danger phone 999.
8) If you have viewed the picture e.g. a child or young person showed you without telling you what it what, please tell the DSL. We have a duty of care to support you as well.

DSL/SLT response

1. Contact a second member of the safeguarding team. Arrange a meeting to discuss further together with the teacher who reported the incident. Depending on the nature of what has been disclosed, this may need to be the same day or as soon as possible.
2. Investigation meeting should consist of: teacher/teachers who the disclosures were made to and either DSL or CEO plus a second DSL or DDSL.
3. A plan will be created:
    - What category does the incident fall into?
    - What is the risk of harm to the child or young person?
    - Does it warrant a referral to MASH or the police?
    - Does it need reporting to the child or young person's school?
    - Who will inform the parents – they need to be informed unless it will cause a danger to the child.
    - Who and where has the image been shared with?
    - What support does the child or young person need going forward?
    - What support does the child or young person need in terms of taking the image down.

32.1 The meeting must be minuted and reasons for any decisions recorded.

4. Decide which of the categories the disclosure fits into. This may require further investigation. Is the behaviour within normal boundaries for the young person or child's age?

Aggravated – incidents involving additional or abusive elements beyond the creation, sending possession of nudes and semi-nudes. These can be further categorised into:	
Adult involved	Adult offenders (even criminal gangs) attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders. Some offenders may coerce or blackmail the child or young person into sending more images or making a payment (known as financially motivated sexual extortion or 'sextortion')[footnote 10] These are all forms of child sexual abuse.

youth only – intent to harm	These cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail (including financial), threats or deception, sexual abuse or exploitation by young people
youth only – reckless misuse	no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result.
experimental: incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be subcategorised into	
Romantic	incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair
'sexual attention seeking'	the phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.
Other	cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

5. You may need to go back to the child or young person at this point and ask further questions – use open ended questions to establish the motivation and influential factors for sharing, is there anyone involved and how widely the picture has been shared.
6. Does the incident need legally reporting to the relevant MASH team or police? (Where possible report to the MASH team and they will liaise with the police)
7. The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
8. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).

9. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.

10. The images involve sexual acts and any child or young person in the images or videos is under 13

11. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

12. Do you need to see the picture? This is only relevant in cases where it is not possible to work out what has been shared. If you feel you need to see the picture the following guidelines must be followed:
    - Record the reasons for viewing the picture.
    - The picture must be viewed in a private office.
    - Two people must be present.
    - The person viewing should be the same sex as the picture that was shared.
13. Who else in the music centre or event has seen or shared the picture? Consider here what actions may need to be taken in terms of informing parents and the children and young people involved.
14. Who is going to talk to the parents? Keep the young person informed of what is happening. In most cases this would be the DSL, however in terms of the young person it may be more appropriate for someone who the young person trusts to keep them informed.
15. Do the school DSLs need to be informed? In most cases, even if a MASH referral has been done this would be yes.
16. What support does the young person need to keep attending the activity? It may be relevant here to organise a meeting with the child or young person and their parents or guardians in order to keep them safe.
17. What support does the child or young person need in terms of taking the image down? If there is a web link, the report/remove tool linked below can be used. However, it is important that the image is not deleted straight away if an adult is involved.
18. Make sure the minutes and details of the incident are stored and logged in the child safeguarding folder.

Useful Links

https://learning.nspcc.org.uk/child-health-development/sexual-behaviour

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec1

https://scholars.unh.edu/cgi/viewcontent.cgi?article=1047&context=ccrc

https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

33. Appendix 9 – Children who are questioning their gender

Guidance for staff

This guidance specifically refers to children attending our music centres, ensembles, events, tours and courses.

Social Transition

- In the UK context, social transition generally means a child or young person being treated and recognised as a different gender in everyday life without medical intervention.
- This may include:
- Using a different name
- Using different pronouns
- Presenting as a different gender through clothing, hairstyle or appearance
- Being referred to as a different gender by staff, peers or family
- Changing school records to reflect a different gender identity
- Accessing facilities, activities or accommodation associated with a different gender

The Cass Review describes social transition as children and young people who "live as a different gender" and may alter their name, pronouns, hair and clothing.

If a child is socially transitioning, then please alert the Safeguarding team so that they can have a conversation with the parents about the best way to support the child.
If a child asks you to call them by a different name and if you are concerned that this may be part of social transition then please contact the Safeguarding Team for advice.
arkers of social transition including
If Berkshire Music Trust is supporting social transition we will also consider the rights of children and staff in relation to their religion or beliefs.

Toilets/Changing/Residentials
Children should be changing, sharing toilet facilities and rooms with their biological sex.
Risk assessments need to take into account any children who are questioning their gender and appropriate provision made. If a single room is needed on tour, then the extra cost of this will be borne by the parents.
Where possible gender neutral toilet options should be found which should be floor to ceiling door with sinks inside.

Concert Dress
All concert dress codes should have gender neutral options e.g. all black, or black shirt with black skirt/trousers so children can pick the option that they feel most comfortable with.

Support for children who wish to detransition
There may be circumstances where a child wants to fully or partially reverse a request that has been previously been agreed. Berkshire Music Trust will work with the parents to ensure that these children are supported.