



Enfield Music Service Child Protection Policy

Updated September 2025

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PRINCIPLES

Enfield Music Service (EMS) recognises that all staff and tutors must take a full and active part in protecting pupils from harm. All staff and tutors, whatever their role, have a responsibility for safeguarding and promoting the welfare of children and have a duty to report any suspicion of child abuse.

The aims of this policy are to:

- Ensure that procedures are clear
- Support EMS staff and tutors in understanding their responsibilities around Child Protection and Safeguarding
- Emphasise the need for good levels of communication between EMS staff, tutors and schools
- Ensure that all EMS members of staff and tutors who have access to children have been checked as to their suitability

All EMS teaching and learning settings should provide a safe and positive environment for pupils to protect and promote their health and general well-being, as well as to provide an atmosphere that encourages and enhances learning and all-round development.

In particular, staff and tutors are expected to:

- Work towards and encourage the highest possible level of achievement for all pupils
- Value and respect all pupils equally, treating them in a polite, positive, responsive and considerate manner
- Ensure that they do not breach professional boundaries and do not act in a way that could be misinterpreted or otherwise leave them vulnerable to allegations of inappropriate behaviour.

(In this respect, staff and tutors are advised to familiarise themselves with the non-statutory guidance document called ['Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings'](#))

When EMS staff and tutors are working at schools/academies/education settings within the London Borough of Enfield, they will also work within those individual settings' Child Protection guidelines and procedures.

PROCEDURES

EMS procedures for safeguarding children will be in line with LA and London Child Protection Procedures. We will ensure that:

- EMS has at least one designated member of staff for child protection who undertakes regular training
- EMS interview panels have at least one member of staff who has undertaken safer recruitment training
- all EMS staff and tutors develop their understanding of the signs and indications of abuse
- all EMS staff and tutors know how to respond to a pupil who discloses abuse and what to do afterward

All EMS staff and tutors must read, understand and act in accordance with the Department for Education's statutory guidance document 'Keeping Children Safe in Education' (KCSIE), "[Keeping children safe in Education 2025: part one – for school and college staff](#)", which also includes Annex B of the full document.

EMS staff and tutors should ensure they attend and actively participate in safeguarding and child protection training provided, as required, as well as ensuring they read and take appropriate action in relation to any updates provided, for example, via email, meetings, refresher training and other communications.

EMS tutors are not allowed to have any visitors accompany them whilst teaching for EMS without prior permission from the Headteacher and Head of EMS. Any visitors may be required to have appropriate DBS clearance.

EMS procedures will be regularly reviewed and updated and all new members of EMS staff and tutors will be given a copy of this policy as part of their induction.

All EMS staff and tutors are subject to a full enhanced Disclosure and Barring Service (DBS) check and must carry an EMS ID badge when teaching for Enfield Music Service. Schools may also require the wearing of a school visitor badge.

DESIGNATED STAFF

Currently the Head of Service (Wendy Kemp – 07949 538994) and Head of Keyboard & Saturday Music Centre (Paula Warren – 07903 970407).

The designated staff members are responsible for:

- Adhering to the LA and schools/academies' procedures regarding referring a child if there are concerns about possible abuse
- Keeping a confidential written record of any such referrals

CONFIDENTIALITY

EMS recognises that all matters relating to Child Protection are confidential.

- The Head of EMS/designated teacher will disclose any information about a pupil to other members of staff or tutors on a need-to-know basis only.
- All staff and tutors must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, but not with those who do not need to know.
- All staff and tutors must be aware that they cannot promise to keep secrets.
- **Report matters of concern to the Designated Child Protection Officer as soon as possible.** Staff and tutors should make sure they know who this person is for each setting they are working at.

SUPPORTING CHILDREN

EMS recognises that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that children in these circumstances may feel helpless and humiliated or that they are to blame.

EMS will support all pupils by:

- Encouraging self esteem
- Promoting a caring, safe and positive environment
- Liaising and working together with educational settings, support services and those agencies involved in the safeguarding of children

SUPPORTING STAFF & TUTORS

EMS recognises that members of staff and tutors who are working with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. EMS will support staff by providing an opportunity to talk through their anxieties with a designated staff member and to seek further support as appropriate.

ALLEGATIONS AGAINST STAFF AND TUTORS

EMS recognises that it is possible for any member of staff or tutor working on behalf of the service to behave in a way that:

- indicates they have harmed a child, or may have harmed a child;
- means they have committed a criminal offence against or related to a child;
- indicates that they may pose a risk of harm to children; or
- indicates they may not be suitable to work with children

All staff and tutors should feel able to raise concerns about other EMS staff or tutors and EMS also understands that a pupil may make an allegation against a member of school staff, EMS staff or a tutor.

If such an allegation is made, the member of EMS staff or tutor receiving the allegation will immediately inform the designated officer within the school, or one of the EMS designated officers if teaching at an EMS Evening Tuition Centre or the Saturday Music Centre.

The Headteacher and/or Head of EMS on such occasions will discuss the content of the allegation with the LA Lead Officer for Child Protection (LADO).

If the allegation concerns the Headteacher, the Chair of Governors would instead be informed and consult with the LADO. If the allegation concerns the Head of EMS, this will be reported to the Head of School and Early Years Improvement Service, who will consult with the LADO.

EMS will follow the Local Authority procedures for managing allegations against staff and tutors.

WHISTLEBLOWING

All staff and tutors should feel able to raise concerns about poor or unsafe practice and potential failures in EMS' safeguarding regime and have the right to raise concerns, where they exist, about the attitude or actions of colleagues. The leadership team takes all concerns or allegations received seriously.

Safeguarding concerns regarding school staff should be raised with the designated safeguarding lead at the specific school in the first instance. Concerns can be escalated to one of the designated staff for EMS if the response received from the school is not satisfactory or the concern has not been acted upon.

Safeguarding concerns regarding EMS staff and/or tutors should be raised directly with one of the EMS designated child protection leads.

Concerns can also be reported outside schools/EMS directly to the Local Authority Designated Officer (LADO) if one of the following applies:

- Staff or tutors think the concern may be covered up
- A concern has been raised but hasn't been acted upon
- Staff or tutors are worried about being treated unfairly as a result of expressing the concern

The LADO for Enfield is Andreas Kyriacou (Email: safeguardingservice@enfield.gov.uk / Phone: 020 8379 2850 or 020 8379 4392).

Whistleblowing support for child protection concerns can also be sought from the NSPCC (Email: help@nspcc.org.uk / Phone: 0800 028 0285) or Protect (<https://protect-advice.org.uk/>).

EMS OUT OF SCHOOL ACTIVITIES

Register

A register must be taken at the start of the session for all groups, ensembles, clubs and classes.

Toilet visits

An EMS tutor or member of school staff should escort primary age children to and from the toilet as required.

Pick-up procedure

EMS staff and tutors must manage the releasing of children to parents/carers so that they are satisfied that the child has departed with the correct adult or has permission to leave alone. This permission should be in written form when relating to primary age pupils.

When a child or young person is picked up late, the activity tutor and EMS member of staff on duty (or teacher from the school) should wait with the child and try to contact the person who is late. If necessary they should wait off-site together until the child is collected, to allow the school site staff to lock the premises. If the wait is over 45 minutes the child or young person should be taken to the nearest Police Station by **both** members of staff/tutors, and Social Services contacted.

Off-site visits and performances

In accordance with LA safety regulations, off-site visits/performances are carefully planned in advance, with prior visits if possible. Details are sent to parents including an emergency EMS contact number for the day. The correct adult/child ratio is followed and a first aid kit, mobile phone and list of emergency contact numbers for pupils is taken.

PHYSICAL INTERVENTION

EMS staff and tutors must only ever use physical intervention as a last resort, with the minimal force necessary to prevent injury to another person. Physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection or Disciplinary procedures.

ONLINE LESSONS

EMS recognises that additional guidance and protocols need to be in place where lessons are taking place online rather than face to face. At the current time, online lessons should only be offered/delivered where agreement has been given by the Head of EMS due to extenuating circumstances. All staff and tutors should observe the following:

- Communicate only with parents/carers regarding timetabling/scheduling of lessons and do not pass on personal contact details to pupils
- The EMS administration email address should be copied into lesson invitations.
- Neither tutor nor pupil should participate in an online lesson unless they are healthy to do so
- Appropriate clothing must be worn and this also applies to anyone else in either household. Staff and tutors should immediately terminate the lesson if this is not adhered to and contact the parent/carer outside of the lesson to outline the reasons.
- Lessons should take place in appropriate areas, for example not in bedrooms
- At the start of each lesson, a parent/carer should be present and staff and tutors should confirm that the lesson is taking place in a suitable location. A parent/carer should remain in the home for the duration of the lesson and retains the duty of care for the child.
- Tutors must not offer/accept requests to teach pupils outside of previously agreed platforms.
- Lessons should not be recorded for any purpose nor should any images/screenshots be captured.

ADVICE TO TUTORS FOR 1 TO 1 AND SMALL GROUP TEACHING

Make sure that the pupil(s) class teacher(s)/a member of staff knows where they are, and that they are with you for their music lesson.

Ensure that there is a window into the teaching room, and that you and the pupil(s) can easily be seen. If there is no window, leave the door open and again, ensure that you can be easily seen through the doorway. If this is not possible, you should not teach the pupil.

Make sure that the space is set up safely to limit the possibility of any trips/knocks etc.

Always set up the space so that pupils are closest to the doorway and can easily leave the room if they want/need to - ensure that you don't position yourself between them and the exit during the lesson.

Avoid standing directly behind the pupil(s) during the lesson, so that they can easily see you and know where you are in the room all the time.

Avoid touching the pupil(s) wherever possible and use modelling as an example instead. Where touch is required, ask permission first and explain what you're doing and why.

Do:

- Keep written records of lessons, including anything you notice about pupils that seems unusual
- Maintain professional boundaries
- Make yourself aware of policies and procedures where you teach
- Be visible at all times whilst teaching
- Try to avoid physical contact where possible
- Make sure you know what to say if a child asks if they can confide in you and/or makes a disclosure to you
- Report any incident, however minor it might seem, to the designated safeguarding lead at the school and/or the designated staff member at EMS and make written notes about the event.
- Ensure you have public liabilities insurance

Don't:

- Establish, or seek to establish, social contact with pupils. This includes connecting with pupils on social media and giving/exchanging personal phone numbers and/or email addresses
- Buy or give gifts to children
- Take and/or publish images of pupils
- Use inappropriate language
- Offer or give lifts to children
- Teach EMS pupils at a venue not agreed in advance by EMS

EMS strongly recommends that all tutors are full members of the Musicians' Union and/or the Incorporated Society of Musicians and/or The National Education Union or other appropriate professional body. Tutors must have public liabilities Insurance, either through their membership of an organisation or purchased independently.

Appendix 1 – Categories and indicators of abuse and neglect

All EMS staff and tutors are made aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All EMS staff and tutors are made aware that safeguarding incidents and/or behaviours can be associated with factors outside the educational environment and/or can occur between children outside of these environments. EMS staff and tutors should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All EMS staff and tutors are made aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Parental behaviours may also indicate child abuse or neglect, so EMS staff and tutors should also be alert to parent-child interactions or concerning parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Indicators of abuse and neglect

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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. Children may be abused by an adult or adults or by another child or children. Child sexual and child criminal exploitation are forms of child abuse.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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.

Signs that MAY indicate physical abuse

- Bruises in unusual places
- Burns or scalds
- Bite marks
- Scratches and scars
- Aggressive behaviour or severe temper outbursts.
- Damage or injury around the mouth
- Refusal to discuss injury
- Inconsistent explanations for injury
- Covering of arms and legs
- Talk of excessive punishment
- Fear of physical contact
- Lack of parental interest in how injuries are sustained

Emotional abuse: 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. It may feature 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, 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.

Signs that MAY indicate emotional abuse

- Developmental delay
- Desperate attention seeking
- Self harm
- Continual self criticism
- Low self-esteem/depression
- Excessively withdrawn
- Challenging or violent behaviour
- Neurotic behaviour
- Anxiety over mistakes
- Abnormal attachment
- Social isolation
- Inappropriate emotional responses

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff and tutors should be aware of it and of the policies and procedures for dealing with it.

Signs that MAY indicate sexual abuse

- Poor attention/concentration
- Repeated wetting/soiling/smearing
- Overly sexually affectionate
- Unexplained gifts or money
- Genital bruising/injury/soreness/STIs
- Playing sexual games
- Inappropriate sexual language/knowledge/behaviour
- Inexplicable changes in behaviour
- Self harm
- Withdrawn/isolated

Neglect: 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, for example, 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;

- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY indicate neglect

- Frequent absence
- Poor social skills
- Untreated medical/dental issues
- Persistently hungry/underweight/overweight
- Low self-esteem
- Self harm
- Inappropriate clothing
- Being left at home alone
- Poor health
- Repeated home accidents
- Dirty/unkempt
- Constant tiredness

Last reviewed: September 2025

Next review due: September 2026