



Essex Music Service
the lead organisation in Greater Essex Music Hub
E2, County Hall, Chelmsford, CM1 1QH

Greater Essex Music Hub

Safeguarding and Conduct Policy

Published September 2025

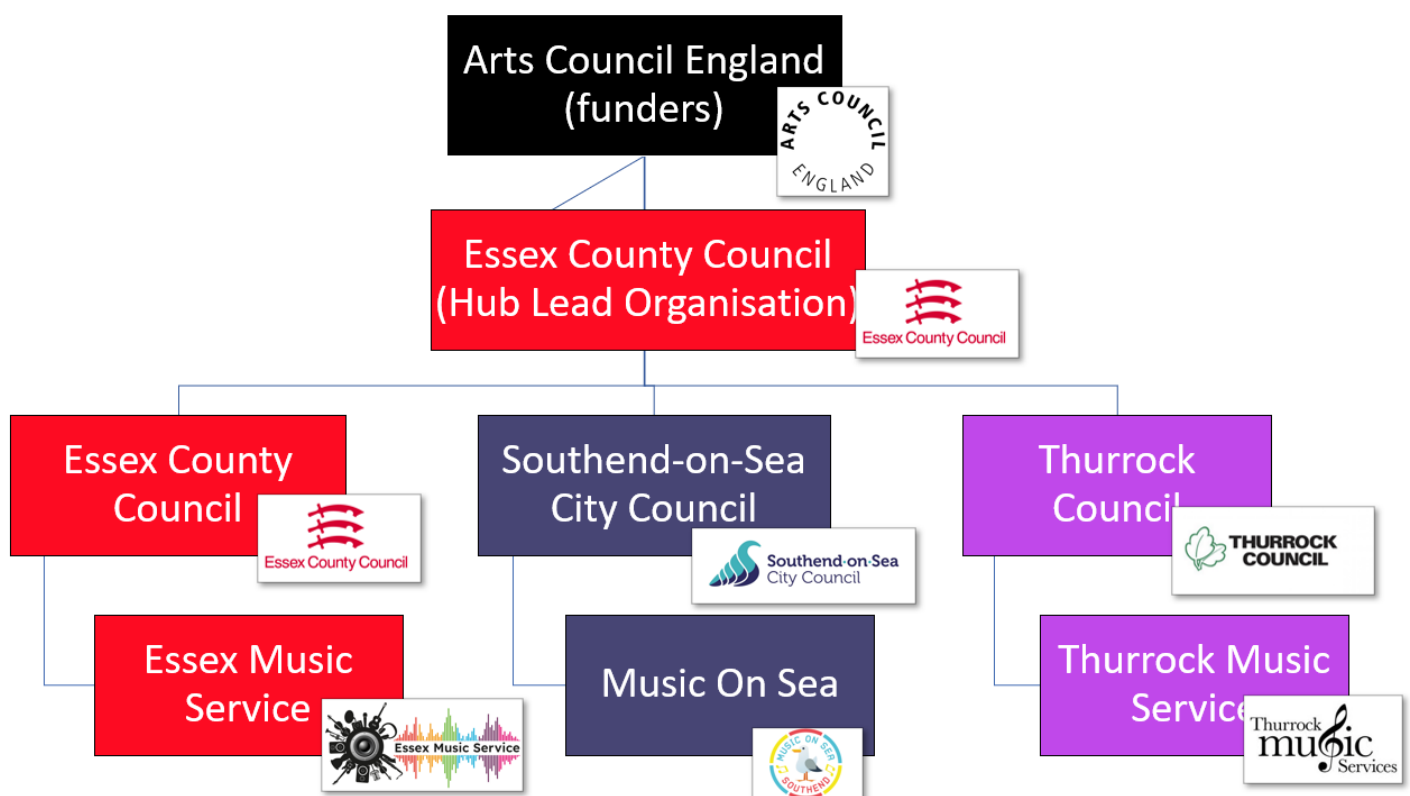
(draft form awaiting updates re Head of Service for Music on Sea, and further updates for final published version of KCSIE 2025 in September 2025)

Greater Essex Music Hub



The Lead Partner in the Greater Essex Music Hub is Essex County Council.

The Hub area comprises the local authorities of Essex, Southend-on-Sea and Thurrock, and their Music Services:



Contact Information

These pages detail the contact information for the Designated Safeguarding Leads and other local authority contacts for each of the Greater Essex Music Hub's Services.

Each representative Service of the local authorities in the Hub area will manage safeguarding matters in that area. They will work with local delegated partners given the relationship and context they have with schools and others will most likely put them in the best place to handle safeguarding matters.

As Essex is responsible for the handling of the Hub's funding of provision, the lead organisation should be kept informed of safeguarding and child protection matters relating to that provision, and where this is a partner of the Hub, to be updated at each step. Where the partner works across the Hub area (i.e. across two or more of the local authority areas), Essex will take the lead and collaborate with others as appropriate.

Essex Music Service

(lead partner for **Greater Essex Music Hub**)



Designated Safeguarding Lead

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Essex County Council Head of Education Safeguarding and Wellbeing

Jo Barclay

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Duty LADO (Local Authority Designated Officer)

Where there are concerns/allegations in respect to people working with children

0333 013 9797

Children's Social Care

Where there are concerns for the safety and welfare of a child or young person.

0345 603 7627 (Monday to Thursday 8.45am to

5.00pm, Friday 8.45am to 4.15pm)

0345 606 1212 (emergency / out of hours)

Music on Sea

(Southend-on-Sea Music Service)



Designated Safeguarding Lead

TBC NAME

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Telephone to be updated

Safeguarding Lead Group Manager

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MASH+ Children's Social Care, Southend City Council

Where there are concerns for the safety and welfare of a child or young person.

fct@southend.gov.uk (unsecure)

01702 215007

0345 606 1212 (out of hours for urgent referrals)

LADO (Local Authority Designated Officer)

Where there are concerns/allegations in respect to people working with children

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01702 534539

Safeguarding Advisor

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01702 534591

Thurrock Music Service



Designated Safeguarding Lead

Esther Farinde

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07773 236236

LADO (Local Authority Designated Officer)

Where there are concerns/allegations in respect to people working with children

Sharon Owen

01375 652921 / 07738 82158

Multi Agency Safeguarding Hub (MASH) Children's Services, Thurrock Council

Where there are concerns for the safety and welfare of a child or young person.

01375 652 802

01375 372468 (out of hours for urgent referrals)

Police Child Abuse Team

01277 266822

What to do when a child discloses to you

DO	DON'T
<ul style="list-style-type: none">• Listen carefully• Make accurate notes (using the child's words) – date and sign these• Reassure the child they have done the correct thing by telling you• INFORM THE SCHOOL DESIGNATED LEAD (not the Head of Music) ON THE DAY• Inform the Music Service	<ul style="list-style-type: none">• Promise confidentiality• Ask leading questions• Use your own words to describe something• Investigate

Reporting, recording and referring concerns

- All staff should be aware of systems which support safeguarding (includes Child Protection policy, Staff Behaviour policy and name of Designated Safeguarding Lead).
- Any concerns should be raised with the Designated Safeguarding Lead – not the Head of Music.
- You can challenge if you don't feel it was followed up effectively.

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Safeguarding and Child Protection Policy for Greater Essex Music Hub

1. Purpose & principles

This policy covers the provision and those who deliver it on behalf of/through Greater Essex Music Hub.

Schools, their staff, partners and other providers of education such as Essex Music Service, Thurrock Music Service and Music-on-Sea form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

Staff working in schools and other education settings are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance [Working Together to Safeguard Children](#) (2023).

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

(Keeping Children Safe in Education – DfE, September 2025)

This Child Protection Policy is for all music hub staff and the hub's delivery partners. It forms part of the safeguarding arrangements for our organisation. It should be read in conjunction with HM Government's '[Keeping Children Safe in Education](#)' and '[What to do if you're worried a child is being abused](#)'.

Hub Music Services and partners will have their own local-needs focused policies, as an example those for Essex Music Service would expect to use this document in conjunction with the Service's Tutor Handbook and Essex County Council's Code of Conduct, Health and Safety Handbook, 'Disciplinary policy' and 'Disciplinary policy standards'. We would expect the same to be in place on a local basis for Services and partners, but this policy stands as the lead policy for Hub work.

Safeguarding and promoting the welfare of children is defined in KCSIE 2025 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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

2. Introduction

The Hub takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care.

2.1 Children Act 1989 (rev July 2021)

Greater Essex Music Hub takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care.

"The welfare of the child is paramount" ([Children Act 1989](#)).

2.2 Education Act 2002 (section 175)

[Section 175 of the Education Act \(2002\)](#) places a statutory responsibility on governing bodies to have policies and procedures in place that safeguard and promote the welfare of pupils or students.

2.3 Main Elements of Child Protection Policy

There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils or students.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils or students who may have been abused.

2.4 Who does this policy apply to?

This policy applies to all pupils or students, staff, parents, volunteers, and partner organisations who work for or with Greater Essex Music Hub.

Greater Essex Music Hub recognises that it is an agent of referral and not of investigation.

2.5 Ofsted/ISI

From September 2019 Ofsted will carry out inspections of early years, schools and post-16 provisions under the [Ofsted's Education Framework \(Ofsted, 2023\)](#).

Inspectors will always report on the effectiveness of safeguarding arrangements and Ofsted has published specific guidance on this entitled *Inspecting safeguarding in early years, education and skills* (Ofsted).

The [Independent Schools Inspectorate](#) (ISI) has published a framework for how they will inspect in independent schools (ISI, 2023).

3. Hub Ethos

Greater Essex Music Hub is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of pupils or students is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment where pupils or students feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils or students know that those delivering provision for Greater Essex Music Hub can be approached if they are worried or are in difficulty.
- Ensure pupils or students receive the right help at the right time to address risks and prevent issues escalating.
- Protect children from harm and support the wider work of schools in equipping pupils or students with the skills they need to stay safe from abuse, and to develop healthy and safe relationships and an understanding of the responsibilities of adult life.
- Identify and support who suffer from poor mental health and wellbeing.
- Support schools in ensuring that pupils or students are taught in a way that is consistent with the law and our values and that respect for others is promoted.
- This includes an understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make every effort to establish open and honest effective working relationships with parents and colleagues from partner agencies to ensure best working practices with regards to child protection.

“Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school or college, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. There is also a duty to make reasonable adjustments for disabled children and young people.”

(Keeping Children Safe in Education 2025, Paragraph 87)

4. Legislative Framework

4.1 Education Act 2002 (Section 157/175)

Section 175 of the Education Act (2002) (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils or students of the school.

4.2 ESCB

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the **Essex Safeguarding Children Board** (ESCB). In Essex, all professionals must work in accordance with **SET Procedures (ESCB, 2022)**.

4.3 Legislation and Guidance

Our organisation works in accordance with the following legislation and guidance:

- **Keeping Children Safe in Education (DfE, 2025)**
- **Working Together (HMG, 2018)**
- **Children Act (1989)**
- **Children Act (2004)**
- **Children and Social Work Act** (2017)
- **Counter-Terrorism and Security Act (HMG, 2023)**
- **Data Protection Act (2018)**
- **Education Act (2002)**
- **Education (Pupil Registration) Regulations 2006/2023**
- **Effective Support for Children and Families in Essex** (ESCB, 20121)
- **Female Genital Mutilation Act 2003** (S. 74 - Serious Crime Act 2015)
- **Information sharing advice for safeguarding practitioners (HMG, 2024)**
- **Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings** (2023)
- **Preventing and Tackling Bullying (DfE, 2017)**
- **Searching, screening and confiscation (DfE, 2022)**
- **Serious Crime Act 2015** (Home Office, 2015)
- **Sexual Offences Act (2003)**
- **What to do if you're worried a child is being abused** (HMG, 2015)

NB **Sexual violence and sexual harassment between children in schools and colleges** (DfE, 2018) now forms part of Keeping Children Safe in Education

5. Roles and Responsibilities

5.1 Key responsibilities

- 5.1.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and each Local Authority who have specific responsibilities under child protection procedures.
- 5.1.2 The names of Greater Essex Music Hub leads with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown at the top of this document.

5.2 DSL

- 5.2.1 The role of the Designated Safeguarding Lead is set out in Annex C of Keeping Children Safe in Education.
- 5.2.2 The Designated Safeguarding Lead for each Music Service has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures.
- 5.2.3 They must ensure that every music service employee, or those delivering any services on behalf of their Music Service or Greater Essex Music Hub (including temporary staff, volunteers and contractors/partner organisations) is aware of these procedures and that they are followed at all times.
- 5.2.4 They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals are made to Children's Services including MASH (Multi-agency Safeguarding Hub) or for Early Help Family Support Assessment, as appropriate) in accordance with the current SET procedures.
- 5.2.5 If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.
- 5.2.6 Contacts for these roles for the Hub and each local authority are listed on pages 2 and 3 of this document.

5.3 Safer Recruitment

- 5.3.1 Each Music Service's management and colleagues within the Local Authority are responsible for ensuring that the service follows recruitment procedures that help to deter, reject or identify people who might pose a risk to children. They adhere to statutory responsibilities to check adults working with children and have appropriate recruitment and selection procedures in place.

- 5.3.2 **2023:** In line with the update to Part Three of KCSIE, our recruitment page includes a notice to applicants that for shortlisted candidates, online searches may be done as part of due diligence checks. (Paragraph 226).
- 5.3.3 In addition, copies of documents used to verify the successful candidate's identity, right to work and required qualifications are kept by ECC's HR department in line paragraph 276.

5.4 Publishing of the Child Protection Policy

- 5.4.1 The Essex Music Service Lead Officer has ultimate responsibility for the safeguarding of all Hub funded, supported and subsidised work, and thus is responsible for ensuring that there is an effective child protection policy in place for the Greater Essex Music Hub and that this is updated annually.
- 5.4.2 No staff except the Designated Safeguarding Lead and his Deputies will be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 5.4.3 The Hub will publish its Safeguarding and Child Protection Policy on its website alongside Keeping Children Safe in Education (DfE, 2025). Each Music Service will include the Hub's Policy for Hub-delivered provision, plus any additional local guidance, such as that required by each local authority.

5.5 Other organisations

The Greater Essex Music Hub will only commission work or offer funding to third-party organisations to work with children and young people on receipt of:

- DBS information for all staff/contractors delivering in Essex schools or community settings.
- Proof of public liability insurance.
- A signed funding agreement.

6. Procedures

6.1 Guidance

All action is taken in accordance with the following guidance (as listed at 4.3):

- [Essex Safeguarding Children Board guidelines - the SET \(Southend, Essex and Thurrock\) Child Protection Procedures \(ESCB, 2022\)](#)
- [Essex Effective Support](#)
- [Keeping Children Safe in Education \(DfE, 2025\)](#)
- [Working Together to Safeguard Children \(DfE, 2023\)](#)
- ['Effective Support for Children and Families in Essex' \(ESCB, 2021\)](#)
- [PREVENT Duty - Counter-Terrorism and Security Act \(HMG, 2023\)](#)

6.2 Hub safeguarding procedures

- 6.2.1 As Essex is responsible for the handling of the Hub's funding of provision, the lead organisation should be kept informed of safeguarding and child protection matters relating to that provision, and where this is a partner of the Hub, to be updated at each step.
- 6.2.2 Where the partner works across the Hub area (i.e. across two or more of the local authority areas), Essex will take the lead and collaborate with others as appropriate.

6.3 New staff Safeguarding Induction

When new staff join each of the Hub's Services they are informed of the safeguarding arrangements in place.

They are given a copy of the appropriate Service's Safeguarding policy, told who our Designated Safeguarding Lead (and Deputy) is and are informed how to share concerns with them.

6.4 All-Staff awareness

- 6.4.1 All staff are kept informed about child protection responsibilities and procedures through induction, regular awareness training and updates, reading material and online courses.
- 6.4.2 **2025: KCSIE has been updated to include the paragraph below, and we expect further clarification for September 2025.**

The department has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships, sex and health - GOV.UK](#) . This includes teacher training modules on the RSHE topics and non-statutory implementation guidance."

(Keeping Children Safe in Education 2025, Paragraph 131)

6.5 General principles

- If staff have a concern about a child, they should act on it (not assume others have taken action)
- Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- Staff should not assume that other professionals will share critical information.
- There should be a conversation with the Designated Safeguarding Lead. Options are: Managing support internally; an early help plan; or a referral for statutory services.
- Non availability of Designated Safeguarding Lead should not delay appropriate action being taken.

6.6 In a school setting

- 6.6.1 In addition to being aware of the Designated Safeguarding Lead for the relevant Music Service, if working within a school environment, staff must also make themselves aware of the Designated Safeguarding Lead for each school they work in.
- 6.6.2 Within a school setting any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the Designated Safeguarding Lead within the school.
- 6.6.3 They must then also report it as soon as possible to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead) within that Music Service.
- 6.6.4 In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time.
- 6.6.5 The Designated Safeguarding Lead or the Deputy will then discuss the case with the Safeguarding Lead within the school.

6.7 In an out-of-school, community setting

- 6.7.1 Within out-of-school and community settings (e.g. music schools, ensemble events etc.), any staff member who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it as soon as possible to the most senior staff member present (e.g. lead contact at a music school or a member of the ensembles team) and to the Designated Safeguarding Lead at the relevant Music Service.
- 6.7.2 In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff within the office at the time.
- 6.7.3 In line with KCSIE, and HMG DfE '[**Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings**](#)', our non-school activity and provision follows this policy and code

of conduct, in line with relevant Music Service Tutor Handbooks and other policies. This includes liaising with the LADO as and when appropriate.

6.8 Referrals

- 6.8.1 The Designated Safeguarding Lead will refer cases of suspected abuse or allegations to the Children and Families Operations Hub by telephone and in accordance with the procedures outlined in [Essex Safeguarding Children Board guidelines - the SET \(Southend, Essex and Thurrock\) Child Protection Procedures \(ESCB, 2022\)](#) and in [Essex Effective Support](#).
- 6.8.2 Referrals will be made to the Children and Families Hub by calling 0345 603 7627 or by making a referral through the [online portal](#).
Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.
- 6.8.3 Wherever possible, the service will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers.
However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.
- 6.8.4 On occasions, it may be necessary to seek advice from the Children and Families Hub and/or local police force in making decisions about when it is appropriate to share information with parents/carers.
- 6.8.5 Wherever possible referrals should be made by the Safeguarding Lead. However in urgent situations when this is not immediately possible, any music service staff member may contact the Children and Families Operations Hub.

6.9 Right to follow-up

- 6.9.1 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead.
- 6.9.2 Guidance as how to do this is provided in ESCB Level 2 training.

6.10 Urgent child protection referrals (for child at immediate risk of significant harm):

- 6.10.1 If a child is in immediate danger you should phone 999.
- 6.10.2 If you need to make an urgent child protection referral (where child may be at immediate risk of significant harm), you should contact phone 0345 603 7627 and ask

for the Children and Families Hub Priority Referral line. (*OUT OF HOURS Phone: 0345 606 1212*).

- 6.10.3 If you discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, you have a statutory duty to report this to the Police Keeping Children Safe in Education, Annex A).

7. Training and Support

7.1 Requirements

- 7.1.1 The Designated Safeguarding Lead (and Deputies) for each Service in the Hub undergo updated Level 3 Child Protection training at least every two years.
- 7.1.2 It is the expectation of the Hub lead organisation that all music tutors and other staff members who have contact with children and young people are required to undergo ESCB Level 2 Child Protection or its local authority equivalent training every two years.
- 7.1.3 This training will be updated regularly, in line with advice from the Essex Safeguarding Children Board (ESCB) as appropriate.
- 7.1.4 All Child Protection training is recorded and certificates will be sent to attendees.
In addition, reading material and Safeguarding updates will sent out annually, and all staff members will be required to read all materials.
- 7.15 Staff may also be required to complete online ‘top-up’ or topic-specific courses.
- 7.16 The Hub recognises that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues.
- 7.17 Government guidance is available on the gov.uk website alongside further links as found in Keeping Children Safe in Education, alongside other organisations providing specialist including NSPCC (www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/)

7.2 DSL & Deputy Training

Greater Essex Music Hub ensures that the Designated Safeguarding Leads (and Deputies) also undertake training in inter-agency working and other matters as appropriate.

7.3 Code of Conduct

All staff are made aware of the boundaries of appropriate behaviour and conduct.
These matters form part of staff induction and are outlined in the Code of Conduct Policy below.

8. Professional Confidentiality

- 8.1 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.
- 8.2 A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils or students), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.
- 8.3 Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members.
- 8.4 This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and Monitoring

- 9.1 Well-kept records are essential to good child protection practice.
- 9.2 Our Hub is clear about the need to record any concern held about a child or children within our care, the status of such records and when these records should be passed over to other agencies.
- 9.3 Anyone delivering Hub provision receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location.
- 9.4 All records will be dated and signed and will include the action taken.
- 9.5 This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.
- 9.6 Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file).
- 9.7 All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.)

10. Interagency working

- 10.1 It is the responsibility of the Designated Safeguarding Leads to ensure that the Greater Essex Music Hub and its Services (as appropriate) are represented and that a report is submitted to any child protection conference called for children known to the service.
- 10.2 Where appropriate, any report will be shared in advance with the parent(s)/carer(s).

- 10.3 Whoever attends will be fully briefed on any issues or concerns the Hub/Service has and be prepared to contribute to the discussions at the conference.
- 10.4 If a child is made subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their attendance at Greater Essex Music Hub events, and their progress, welfare and presentation.
- 10.5 If the relevant Service is part of the core group, the Designated Safeguarding Lead will ensure the Service is represented, providing appropriate information and contributions to the plan at these meetings.
- 10.6 Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm.
- 10.7 In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done and the actions agreed.
- 10.8 New safeguarding partners and child death review partner arrangements came into place from September 2019.
- 10.9 These will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area.
- 10.10 Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2019a) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.

11. Supporting Pupils or students at Risk

- 11.1 Our Hub is committed to ensuring that our pupils or students receive the right help at the right time.
- 11.2 Schools and other education settings may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school or in other settings, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.
- 11.3 Our Hub will endeavour to support all pupils or students through:
 - Supporting schools to encourage our pupils or students to stay safe, develop healthy relationships, self-esteem and self-motivation.
 - The Greater Essex Music Hub ethos which promotes a positive, supportive and secure environment and which gives all pupils or students and adults a sense of being respected and valued.
 - The implementation of school behaviour management policies.

- A consistent approach from all staff which will endeavour to ensure our pupils or students know that some behaviour is unacceptable but that they are valued.
- Regular liaison with other professionals and agencies who support the pupils or students and their families.
- A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection.
- Recognition that children with behavioural difficulties and disabilities are most susceptible to abuse and that staff working in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems must be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are susceptible and in may be in need of support or protection.

12. Types of abuse/specific safeguarding issues

12.1 KCSIE (2024) Section 26 Descriptor

Keeping Children Safe in Education (DfE, 2024) defines abuse as the maltreatment of a child.

“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, including where they see, hear or experience its effects. 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.”

(Keeping Children Safe in Education – Part One, Paragraph 24)

12.2 Types of Abuse

12.2.1 The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual

- Neglect

12.2.2 All Greater Essex Music Hub staff and partner organisations should be aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

12.3 Potential Indicators of children at risk

12.3.1 Staff should be particularly alert to potential need for a child who:

- is disabled
- is engaged with 'sexting'
- has SEND
- is a young carer
- is frequently missing
- is misusing alcohol/drugs
- is in challenging family circumstances
- has returned home from care

12.3.2 Our Hub recognises that there are a number of specific safeguarding issues about which staff need to be aware, including:

- child sexual exploitation (CSE)*
- children missing from education*
- children missing from home or care
- children with special educational needs and disabilities*
- domestic violence
- drugs
- fabricated/induced illness
- faith abuse
- female genital mutilation (FGM)*
- forced marriage
- gangs and youth violence
- gender-based abuse
- mental health
- online abuse
- online safety
- peer on peer abuse* (which may include bullying including cyberbullying)
- prevention of radicalisation*
- private fostering,
- sexting or sexually harmful behaviour
- teenage relationship abuse
- trafficking
- violence against women and girls (VAWG)

Further information regarding some of these issues (as indicated *) can be found below and these issues are also addressed in Annex A of Keeping Children Safe in Education (DfE, 2024).

12.4 Child on Child abuse

12.4.1 Introduction

School may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm.

Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

We recognise that some children may abuse their peers and any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Updated statutory guidance for 'Child on child sexual violence and sexual harassment' was issued in September 2022 in addition to that outlined from sections 156 in Part One.

In 2022, guidance was changed from 'peer on peer' to 'child on child', and Greater Essex Music Hub added the reading of Part 5 of Keeping Children Safe in Education to the mandatory reading for staff alongside Part 1.

12.4.2 Descriptor

Child on child abuse can manifest itself in many ways.

This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting', sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

We do not tolerate any harmful behaviour in school or out-of-school provision and will take swift action to intervene where this occurs.

We work with schools to help young people understand what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

The Hub understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

The Hub uses the following guidance in addition to that laid out in Keeping Children Safe in Education:

- **[Preventing and tackling bullying Advice for headteachers, staff and governing bodies \(DfE, July 2017\)](#)**

- [Sexting in school and colleges Responding to incidents and safeguarding young people \(UKCCIS, 2017\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\)](#)

12.5 Children with special educational needs and disabilities

12.5.1 Greater Essex Music Hub understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

12.5.2 Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- that they may be more prone to peer group isolation than others
- the potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- communication difficulties in overcoming these barriers

12.6 Children who are absent from education

12.6.1 All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education.

12.6.2 Greater Essex Music Hub recognises that children who are absent from education for prolonged periods and/or repeated occasions is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence.

12.6.3 Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

12.6.4 Schools should inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

12.6.5 Further detail is in the updated guidance [Working together to improve school attendance](#). In 2025: clarify 'working together to safeguard attendance' is now 'statutory' guidance.

12.7 Child Sexual Exploitation (CSE)

12.7.1 Descriptor

Both CSE and CCE (Section 12.8) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

For the Greater Essex Music Hub, the definition of [**Child Sexual Exploitation \(CSE\) from the Department of Education \(DfE, 2017\)**](#) has been adopted:

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”

12.7.2 Child Sexual Exploitation (CSE)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point.

We are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

The Designated Safeguarding Lead is the named CSE Lead for each music service on these issues and will work with other agencies as appropriate.

Greater Essex Music Hub uses the ESCB Risk Assessment Toolkit and reports any information to Essex Police on a report form, as well as referring to MASH or for Early Help Family Support Assessment.

12.7.3 Child Sexual Exploitation (CSE) - warning signs & vulnerabilities

Vulnerabilities prior to abuse	Signs of already being sexually exploited
Chaotic or dysfunctional household	Missing from home or care
History of abuse	Physical injuries
Recent bereavement or loss	Drug or alcohol misuse
Gang association (direct or indirect)	Involvement in offending
Attending school with others who are sexually exploited	Repeat STIs, pregnancy and terminations
Learning disabilities	Absent from school
Unsure or not disclosing sexual orientation	Change in physical appearance
Friends with young people who are sexually exploited	Evidence of sexual bullying/vulnerability through the internet/social networking sites
Homeless	Estranged from their family
Lacking in friends from same age group	Receipt of gifts from unknown sources
Living in a gang neighbourhood	Recruiting others into exploitative situations
Living in residential care	Poor mental health
Living in a hostel/B&B/foyer	Self-harm
Low self-esteem/confidence	Thoughts of or attempted suicide
Young carer	Missing from home or care
	Physical injuries

12.8 Child criminal exploitation

- 12.8.1 Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns).
- 12.8.2 Further information about CCE including definitions and indicators is included in Annex B of [Keeping Children Safe in Education \(DfE, 2025\)](#).
- 12.8.3 We work with key partners locally to prevent and respond to child criminal exploitation.

12.9 Domestic abuse

- 12.9.1 Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional.
- 12.9.2 Greater Essex Music Hub recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.
- 12.9.3 We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

12.10 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside school.

All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare.

To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

12.10.1 Children who are lesbian, gay, bisexual, or gender questioning

Given the nature of 1-to-1/small group music-making being focused on personal, social, academic and musical development of the child, tutors are more likely to receive disclosures or discern something due to the perceived close relationship by the child.

As such, for 2025 we are including the following paragraphs from the end of KCSIE Part 2, it outlines the following of which all those delivering provision on behalf of the Hub should be aware:

“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.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

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."

Part Two, Paragraphs 204-208

12.11 Sexual violence and sexual harassment between children in schools and colleges

Additional statutory guidance was provided from September 2021 as a fifth part and updated in KCSEI, for Child on child sexual violence and sexual harassment which includes:

"It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence."

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³⁶ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What consent is

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

Part Five, Section 458

“When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.”

Part Five, Section 456

“Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context”.

Part Five, Section 459

Updates:

2022: Previous additional guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads found in the report 'Sexual violence and sexual harassment between children in schools and colleges (2021)' is now included in [Keeping Children Safe in Education \(DfE, 2022\)](#).

2023: descriptors for each of Rape, Assault by Penetration, Sexual Assault, and Causing someone to engage in sexual activity without consent are included on page 106 of [Keeping Children Safe in Education \(DfE, 2023\)](#), alongside descriptors for consent and for Sexual harassment on page 107.

2024: Additional descriptors for paragraph as above.

2025: the 2025 edition of KCSIE includes the following link for HSB (Harmful Sexual Behaviour): The Lucy Faithfull Foundation has developed [a HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse. The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Staff should be aware that:

- Sexual violence and sexual harassment can occur between two children of any age and sex.
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Evidence shows girls, children with SEND and LGBT children are at greater risk.

All staff should be made aware that 'upskirting' is now a criminal offence. A definition has been included which describes upskirting as:

“upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.”

Part One, Paragraph 33

Greater Essex Music Hub, in line with the guidance outlined in this section, continues to have effective safeguarding practice and principles in place to support victims coming forward in all disclosures (including verbal or visual) and includes that for Child-on-child sexual violence and sexual harassment.

12.11.1 Immediate response to a report

It is important to understand that children may not find it easy to tell staff about their abuse verbally.

Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

12.11.2 Staff Requirements

Staff should:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

12.12 Honour Based Abuse: Female Genital Mutilation (FGM)

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

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.

Greater Essex Music Hub will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

12.13 Honour Based Abuse: Forced marriage

A forced marriage is one entered into without the full consent of one or both parties.

It is where violence, threats or other forms of coercion is used and is a crime.

Our staff understand how to report concerns where this may be an issue.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

12.14 Prevention of radicalisation

12.14.1 Counter-Terrorism & Security Act 2015

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers.

Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”, which is known as the **Prevent** duty.

As an example in addition as of September 2020 Essex Music Service staff undertake HMG Prevent online training as part of their mandatory training requirements as part of Essex County Council’s Education Directorate.

12.14.2 School Requirements

The Act requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils or students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

12.14.3 Channel

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as susceptible to being drawn into terrorism.

Hub staff understand how to identify those who may benefit from this support and how to make a referral.

An individual will be required to provide their consent before any support delivered through the Channel programme is provided.

12.14.4 Referring Concerns

Greater Essex Music Hub works in accordance with the PREVENT Duty.

Staff should refer concerns to the Designated Safeguarding Lead.

Concerns may then be referred to Children's Social Care in line with the SET procedures.

Prevent leads must exist within each key partner and they in turn can support any wider partners and their understanding.

12.15 Serious Crime

Specific guidance has been added to support schools in recognising where pupils or students may be at risk from serious crime.

The guidance sets out what school and college staff should look out for: "All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

Further guidance can be found in Annex B of [Keeping Children Safe in Education \(DfE, 2025\)](#).

12.15 Online Safety

12.15.1 Policy Updates

In 2023 Keeping Children Safe in Education included updates and greater detail as to roles and responsibilities in response to the March 2022 (updated January 2024) HMG DfE document [Meeting digital and technology standards in schools and colleges](#).

Whilst the Greater Essex Music Hub does not have its own in-school online or computer-based operating systems for filtering and monitoring will:

1. run checks with online providers, such as Charanga and FocusOnSound, that filtering and monitoring processes are in place in accordance with Keeping Children Safe in Education;
2. ensure that staff work within the guidelines of each school setting appropriately within each setting's IT and safeguarding policies;
3. within the Code of Conduct (as Part Two of this document) outline protocols and measures put in place for community music venues, and other non-school setting provision.

12.15.2 Responsibilities of staff

In addition to the risks included in online behaviour and interaction outlined above and elsewhere in this policy, staff should be aware that:

The breadth of issues classified within online safety is considerable, 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. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

(Keeping Children Safe in Education 2025, Paragraph 135)

12.15.3 Use of Generative AI in Education and Cybersecurity

KCSIE 2025 includes new guidance as to the use of generative AI in Education. As a response, this policy expects that tutors and those working on behalf of the Hub to deliver provision and use AI would fall in line with this guidance:

“Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance on “appropriate” filtering and monitoring can be found at: UK Safer Internet Centre: <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring>.

- The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at [Filtering and monitoring webinars available – UK Safer Internet Centre](#).
- ...
- The Department has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education”

(Keeping Children Safe in Education 2025, Paragraph 143)

12.16 Looked After Children

Schools have a Designated Teacher for pupils who are LAC.

The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child’s Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after.

Greater Essex Music Hub works closely with its local authorities and their Virtual Schools to support Looked After Children and post-Looked After Children.

13. Allegations involving a Member of Staff

13.1 SET Procedures

- 13.1.1 All those delivering provision for Greater Essex Music Hub are made aware of the boundaries of appropriate behaviour and conduct, as outlined at staff induction, in the Conduct Policy below, and in any additional local guidance relating to each local authority/
- 13.1.2 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 allegations are made about members of staff.

- 13.1.3 Greater Essex Music Hub works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

13.2 Processes

- 13.2.1 Our processes are governed by local authority human resources guidance and policies, and by Part 4 of [Keeping Children Safe in Education \(2025\)](#).
- 13.2.2 The Greater Essex Music Hub has processes in place for reporting any concerns about a member of staff (or any adult working with children).
- 13.2.2 Any concerns about the conduct of a member of staff within a school will be referred to the Headteacher (or the Deputy Headteacher in their absence) as well as the appropriate Music Service Lead Officer.
- 13.2.3 This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures.
- 13.2.4 Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.
- 13.2.5 Where the concern involves the Headteacher, it should be reported direct to the relevant local authority area LADO (Local Authority Designated Officer).
- 13.2.6 Where the concern involves the safeguarding lead of the Music Service involved, that should also be reported direct to the relevant local authority area LADO (Local Authority Designated Officer).
- 13.2.7 Within an out-of-school or community setting, any concerns about a member of staff (or any adult working with children) should be referred to the appropriate Music Service Lead Officer.
- 13.2.8 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members.
- 13.2.9 Where the concern involves the Music Service Lead Officer, it should be reported direct to the Essex duty LADO (Local Authority Designated Officer) on 03330 139 797.
- 13.2.10 SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Music Service Lead Officer must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on 0333 013 9797 within one working day (by local authority).
- 13.2.11 However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement.

- 13.2.12 This will include advice on speaking to pupils or students and parents and the relevant local authority/organisation's HR department.
- 13.2.13 The Hub/Service does not carry out any investigation before speaking to the LADO.
- 13.2.14 In accordance with Keeping Children Safe in Education (DfE, 2024) details of allegations that are found to have been malicious should be removed from personnel records.

13.3 Guidance

- 13.3.1 The **1989 Children Act** states that in the event of an allegation being made, the matter must be investigated.
- 13.3.2 This may include the allegation being reported to the police and the tutor being suspended from duty pending an investigation.
- 13.3.3 If you feel that you are in a situation that could develop into an awkward incident, even if it seems trivial to you, do not underestimate the possible consequences.
- 13.3.4 For your own protection speak confidentially to a member of Greater Essex Music Hub management team immediately.

14. Promoting Positive Mental Health and Resilience in School

- 14.1 Positive mental health is the concern of the whole community and we recognise that schools play a key part in this.
- 14.2 Greater Essex Music Hub wants to develop the emotional wellbeing and resilience of all pupils or students and staff, as well as provide specific support for those with additional needs.
- 14.3 We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency.
- 14.4 The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.
- 14.5 It is vital that we work in partnership with parents to support the well-being of our pupils or students.
- 14.6 Parents and carers should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

“If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college’s child protection policy and by speaking to the designated safeguarding lead or a deputy.”

Part One, Section 45

“In addition, Public Health England has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience among children including its guidance [Promoting children and young people’s emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above: Resources for School from Public Health England #esafety | The Education People](#) for links to all materials and lesson plans.

The department has also published, [‘Every interaction matters’](#) a pre-recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside [our Wellbeing for education recovery program](#) content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

The department has published advice and guidance on [Preventing and Tackling Bullying](#) (which may also be useful for colleges). [The Promoting and supporting mental health and wellbeing in schools and colleges](#) guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils or students”

Part Two, Sections 187-8

15. Use of Reasonable Force

- 15.1 The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children.
- 15.2 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight.
- 15.3 ‘Reasonable’ means using no more force than is needed.
- 15.4 We work in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

16. Whistleblowing

16.1 Descriptor

- 16.1.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the relevant Service/Local Authority's Conduct / Whistleblowing policy.
- 16.1.2 Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils or students in the school or members of the public.
- 16.1.3 All staff are made aware of the duty to raise concerns about the attitude or actions of staff in this policy.

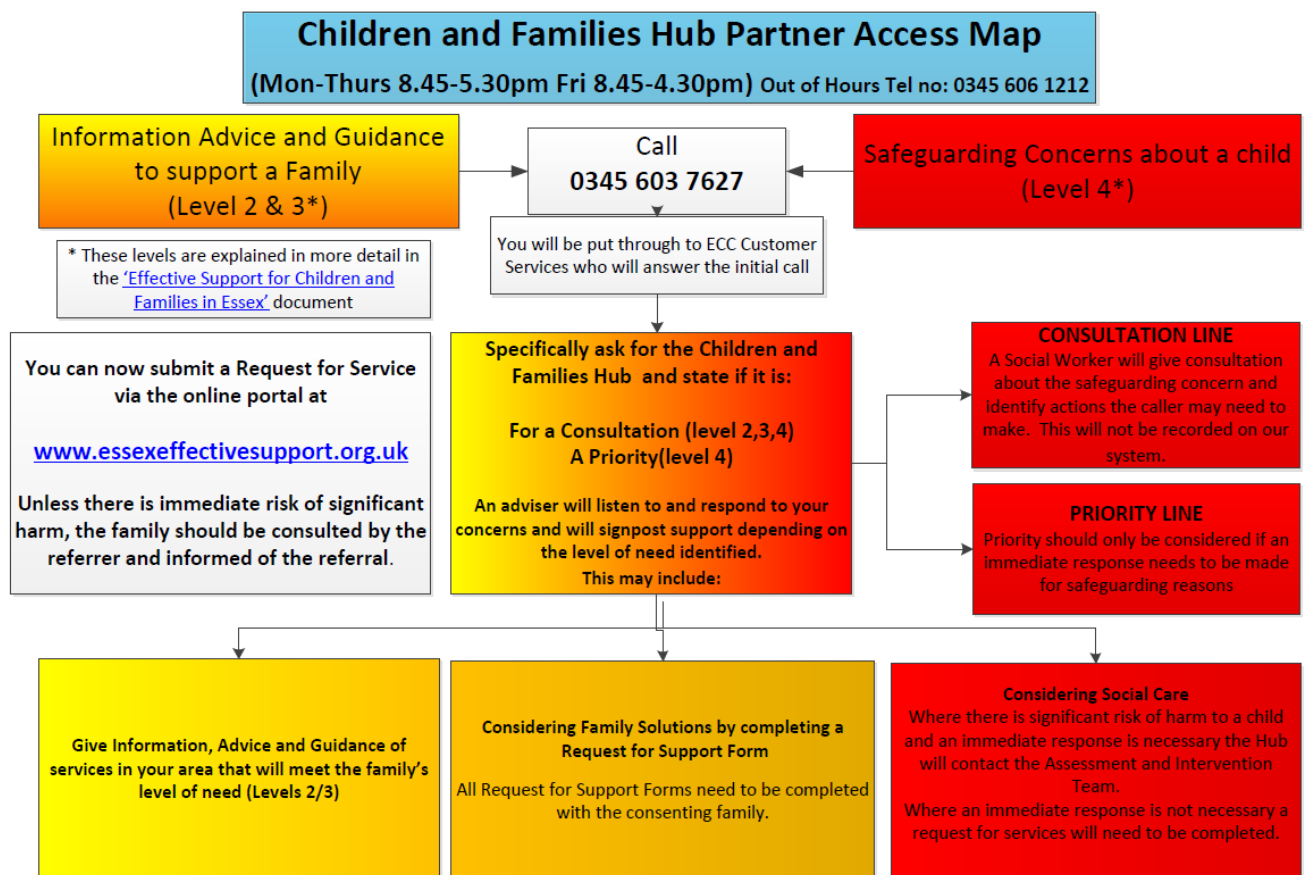
16.2 External channels

- 16.2.1 We want everyone to feel able to report any child protection / safeguarding concerns.
- 16.2.3 However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: **0800 028 0285** (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.
- 16.2.4 Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

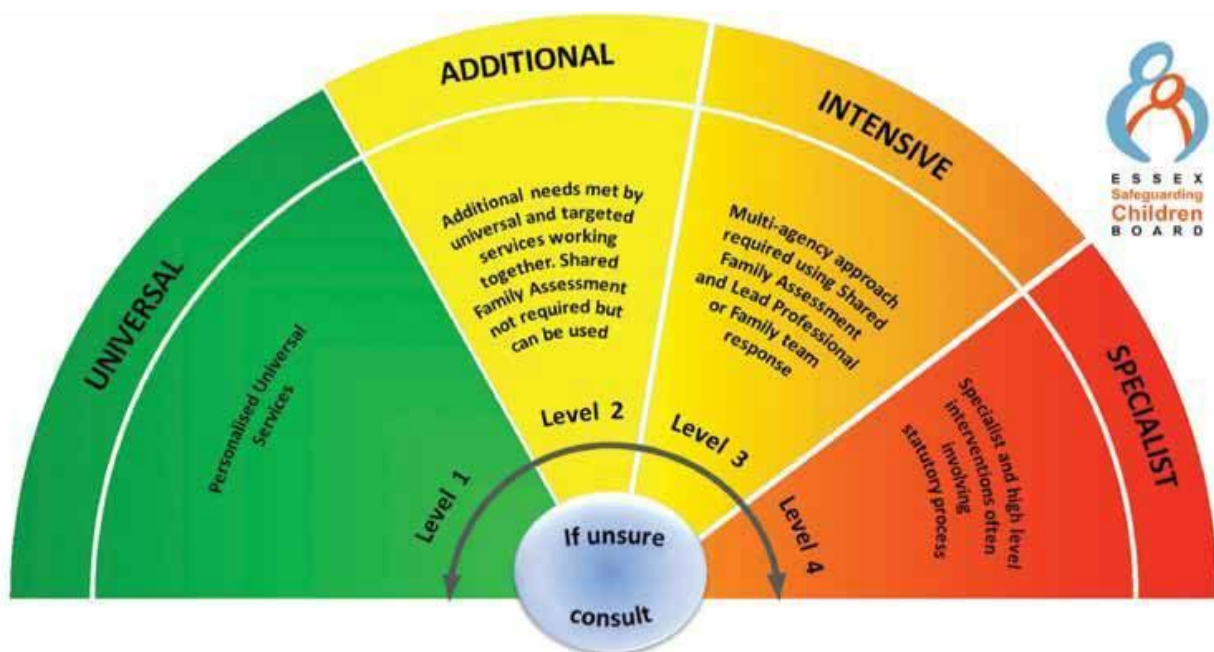
17. Support

- 17.1 Whilst the Hub always takes a child-centred approach to Child Protection issues, we recognise that staff who receive a disclosure or are working in some way with an affected pupil may become distressed by the themes or content which they are exposed to.
- 17.2. Each Service is responsible for all employee welfare, and will help any staff who might need professional support after such an incident.
- 17.3 If staff members need additional support around these issues they should contact the relevant Music Service Lead Officer.

Appendix A: Children and Families Hub Flow Chart



Appendix B: Essex Windscreen of Need and Levels of Intervention



B.1 Partner organisations

All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs.

We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

B.2 Children with Additional Needs

Children with Additional needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed.

When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

B.3 Children with Intensive Needs

For children whose needs are Intensive, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

B.4 Specialist Services

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development.

Examples of specialist services are Children's Social Care or Youth Offending Service.

By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Code of Conduct for Greater Essex Music Hub

1. Greater Essex Music Hub Code of Conduct policy

1.1 Cross-Service expectations

- 1.1.1 It is the expectation of the Hub that individual Music Services will expect their staff to read and abide by their Service's Tutor Handbooks (or similar), and the policies of their local authorities, including but not limited to:
- 1.1.2 **Essex:** All staff working for or on behalf of Essex Music Service must read and abide by the Music Service Tutor Handbook, and by Essex County Council's Code of Conduct, Disciplinary policy and Disciplinary policy standards.
- 1.1.3 **Southend-on-Sea:** All staff working for or on behalf of Music on Sea (Southend Music Services) must read and abide by Southend Borough Council's code of conduct policy. Staff should also be aware of Southend City Council's Disciplinary policy and Disciplinary policy standards. In addition, there are a number of other role specific expectations which are outlined below.
- 1.1.4 **Thurrock:** All staff working for or on behalf of Thurrock Music Service must read and abide by Thurrock Council's code of conduct policy. Staff should also be aware of Thurrock Council's Disciplinary policy and Disciplinary policy standards.

2. Additional Role Specific Expectations

- 2.1 In addition, there are a number of other role specific expectations.
- 2.2.1 Breaches of Hub and/or relevant local authority/music service policies will be investigated and may result in disciplinary action.
- 2.2.2 Serious breaches may be considered gross misconduct and result in dismissal without notice.

3. Professional Standards

- 3.1 While working, alongside the County Council's standards, staff are expected to co-operate fully and follow the rules and procedures regarding health and safety, equality and diversity policies, and conduct that are held at each setting.
- 3.2 In addition:
 - Those delivering provision on behalf of the Hub are expected to display a high level of professionalism at all times.
 - They are subject to the protocols and policies of their local authority / Music Service, in particular (but not limited to) relevant Codes of Conduct.

- The Greater Essex Music Hub sees them as front-line music educators, and ambassadors of the Hub, their Service and local authority as appropriate
- They are expected to be inclusive in their language and actions.
- They are not to make political statements or criticisms in their professional work, or on social media to which the public has access.
- They should be dressed professionally, in clothing suited to their work, and maintain excellent hygiene.
- They Staff should speak calmly, clearly, professionally, and encouragingly with all they meet, remembering that they represent their colleagues and the Hub.

4. Professional Standards relating to Safeguarding

- 4.1 It is important for children to receive the right help at the right time to address risks and prevent issues escalating.
- 4.2 Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action.
- 4.3 Poor practice includes:
- failure to act on and refer the early signs of abuse and neglect
 - poor record keeping
 - failure to listen to the views of the child
 - failure to re-assess concerns when situations do not improve
 - sharing information too slowly
 - a lack of challenge to those who appear not to be taking action
- 4.4 Professionals should seek advice to gain a better understanding, when there is a possibility that cultural factors are making a family resistant to having professionals involved.
- 4.5 Professionals should be:
- aware of dates of the key religious events and customs
 - aware of the cultural implications of gender
 - acknowledge cultural sensitivities and taboos e.g. dress codes

5. Relationships with Schools

5.1 General obligations

- 5.1.1 While working in a school a visiting instrumental staff is regarded as part of that school and is responsible to the Headteacher of that school or Head of Department, whichever is most appropriate.

- 5.1.2 As a member of the staff of that school, however temporary, there will be certain expectations as to your appearance and behaviour to which you should conform.
- 5.1.3 Be aware of what is, and what is not, expected of you by each school: the priority of music varies considerably between schools.
- 5.1.4 Your key contacts within a school are likely to be:
- The Head of Music (Secondary)/Music Coordinator (Primary)
 - Office staff
 - The Designated Safeguarding Lead
- 5.1.5 Staff need to be aware of the additional legal responsibilities placed upon them whilst they are in loco parentis, i.e. exercising the same care and attention to pupils as a responsible parent would.
- 5.1.6 Remember that the responsibility does not end with your pupils: it would be unprofessional to ignore an incident purely because it did not involve your pupils.
- 5.1.7 The success of both staff and pupil depends to a large extent on the relationship established between them - a good relationship is essential, but over-familiarity can lead to problems.
- 5.1.8 Please bear in mind that the schools are in a position to demand that the Hub and/or relevant Music Service change their allocated staff from term-to-term if they feel that they are not receiving good value for money or a quality service or if they are unhappy with your conduct.

5.2 Teaching guidance

- 5.2.1 In addition to guidance and policy in the Contract, Written Particulars, and/or Safeguarding guidance throughout, here follows guidance for teaching within schools and Community Music Centres/venues.
- 5.2.2 You are expected to:
- take your own instrument to every lesson to demonstrate and play along with pupils where appropriate
 - maintain your own standard of performance
 - prepare as necessary before the lesson is due to start:
 - accommodation, paperwork, teaching material and accompaniments, own instrument and any other equipment
 - keep regular records of attendance and pupils' work plans
 - set pupils' practice schedules and weekly targets using the Practice Diaries or similar as appropriate
 - make all lessons enjoyable
 - liaise with the school regarding instrumental music and class music links
 - arrange performance opportunities and ensemble activities

- encourage pupils to experience music (recordings, radio, live performance etc.)
- integrate technology where appropriate.

5.2.3 Staff should not:

- use photocopies of copyright material unless authorised by the CLA guidelines
- use mobile phones in lesson time (unless being used for educational purposes – read further guidance)
- take recordings or photographs of children on personal equipment.

5.2.4 If a pupil learning would benefit from watching or listening to a recording of them performing, we suggest asking the school to borrow their equipment to do so, and check that the pupil concerned has the relevant written parental consent to be filmed, notifying the relevant Music Service.

6. Duty of care

6.1 General obligations

- 6.1.1 Your duty of care extends to all pupils in the schools and settings where you work, even if you do not teach them yourself.
- 6.1.2 If you become aware of any concerns relating to any pupil either directly or from a third party, or witness an incident, you have a duty to inform an appropriate person in the school at the earliest opportunity, before you leave that day.
- 6.1.3 As of 2020 there is an additional obligation for staff to be aware of and to report poor mental health and wellbeing of young people, in the same manner as raising other safeguarding concerns, detailed above.
- 6.1.4 If the matter is of a Safeguarding nature you must – as outlined in the Safeguarding policy above – also report this as outlined in procedures above.

6.2. SEND details of Students

- 6.2.1 As well as details of calendars and absence days (below), you are entitled to ask a school for Special Education Needs and Disability (SEND) details of your students where these are not provided in the first instance.
- 6.2.2 Music staff are also likely to spot indicators within students that might lead to requiring SEND support for the student; these should be fed back to the school.
- 6.2.3 Any tutors with concerns regarding SEND should contact the relevant Music Service Lead Officer.

7. Accidents

- 7.1 If you suffer an accident at work, no matter how minor, always fill in an 'Accident/Near Miss/III Health Report Form' as appropriate to the relevant Music Service/Local Authority.
- 7.2 If at a school, ask at the school office for a form or contact the Music Service office for one.
- 7.3 Tutors should also report accidents/incidents to the relevant Music Service who will then log it with the relevant local authority system.

8. Physical contact

8.1 Outline

- 8.1.1 **You must not touch students.**
- 8.1.2 Tutors who are working on a one-to-one basis need to be very careful.
- 8.1.3 Fingerings or posture can be modelled and mirrored without physical contact.
- 8.1.4 If you are placed in a difficult situation or you have any concerns you must contact the Designated Safeguarding Lead.
- 8.1.5 In addition, always insist that students are dressed appropriately, or in normal school uniform for their lessons, but avoid making comments – if you have a concern, pass it up through the school.

8.2 Steps to take

- 8.2.1 If you have reached a stage in your teaching where you feel the need to make physical contact to correct or instruct a student, follow these steps:
 - Use mirroring, pencil/pointer, suggest YouTube/other instructional videos
 - Having exhausted these options, our guidance is to speak to the School Office, saying:
 - “I have reached a stage in my teaching with X where I need to physically move their (i.e.) fingers to the correct place. I have tried other methods but it’s not working.
 - Is it possible that during X’s lesson time, another member of staff could visit so that I have another adult present for safeguarding reasons”
 - This then affords the School Office the opportunity to explain that there may be very good reasons why X should not have physical contact, as you may not be fully aware of various triggers or historical/recent situations that could put you both at risk.

- Having arranged this with the all-clear, when the member of staff comes to visit, portray the situation as positive – the member of staff has come to see how well the student is doing, and then when it comes to the physical contact, ask ‘may I just move your (i.e.) finger’, and praise the child for doing well.
- This must only be done in agreement with the setting’s Designated Safeguarding Lead and relevant Music Service setting’s Designated Safeguarding Lead.

8.3 Reminders

- 8.3.1 Physical contact can place both yourself and your pupil at risk.
- 8.3.2 Always avoid any form of physical contact with your students, even if you feel it may be educationally advantageous, such as adjusting a pupil's posture, or demonstrating correct breathing technique.
- 8.3.3 This is especially true when working with adolescents as the simplest actions can be misinterpreted.
- 8.3.4 Never ask a student to touch you, anywhere (including fingers, hands and wrists).
- 8.3.5 Report any students who do not conform as safeguarding issue.

9. Language and communication

- 9.1.1 You should never use swear words, expletives or other profanities, however mild you might judge them to be, in front of students, staff or parents.
- 9.1.2 Similarly, always insist that students use suitable language in your presence.
- 9.1.3 End any inappropriate conversations, and make sure that the student understands the subject is inappropriate. This should then be immediately reported to the Designated Safeguarding Lead at both the school and Essex Music Service.
- 9.1.4 You should never make comments about a student’s personal appearance.

9.2 Characteristics important to students KS 1 & 2

- Liking the teacher
- Rewards
- Positive feedback

9.3 Characteristics important to students KS 3 & 4

- Giving the pupil a sense of purpose
- Helping them to realise their ideals
- Stimulating students’ ambition

- Inspiring self-confidence
- Taking an interest and showing kindness
- Possessing integrity, independence and energy

9.4 Characteristics least appreciated by students of all ages

- Sarcasm and/or indifference
- Severity
- Absence of laughter/smiling

10. Punctuality

- 10.1 Punctuality is very important and while most schools recognise that occasional delays occur, regular and persistent lateness will usually result in complaints, loss of teaching, and may result in disciplinary procedures.
- 10.2 Once you have agreed your timetable with your schools, you must adhere to it.
- 10.3 If you are delayed (e.g. at a previous school or because of traffic) you should telephone the school as soon as you can do so safely and let them know your estimated time of arrival.
- 10.4 You should still endeavour to give all your students their full lesson time or arrange to attend another time in order to do so.

11. Entry to schools

11.1 Procedures

Each Music Service issues a school-tutor checklist to ensure that the following is in place for each tutor and setting:

- Named link between school and tutor
- Issuing of Single Central Record / Letter of Assurance (handled by Admin Team)
- Issue terms and conditions of provision (held on Music Service website)
- DBS paper copy for school office
- Tutor Form of ID (suggested in addition to County Council ID badge)
- Confirmation of pupil details in SpeedAdmin
- Student SEND details and where to find updated details
- Issue school safeguarding policy and named DSL contact
- Issue school policies (health and safety, evacuation etc)
- Location and rules around staff facilities

- Confirmation of Non-Pupil Day information, school calendar and accessing updates

11.2 Your responsibilities

You are responsible for ensuring that you can gain entry and maintain access to your place of work this must include:

- Signing in on arrival and out on departure
- Informing the school office of your arrival and departure
- Wearing your Essex ID badge at all times
- Providing a photo ID and your most recent enhanced DBS certificate at the start of each term and for any spot checks during the term
- Have your DBS number and issue date available at all times.

12. Delivery of Music Provision outside of school hours

- 12.1 If you are teaching on a school premises outside of normal working hours you should be clear who is still on the premises, how to get help if you need it and what arrangements are being made for pupils' security while they are waiting.
- 12.2 The school need to take responsibility for the arrangements but you do have a duty of care to your pupils (for example not leaving them alone and unsupervised if a parent is late picking them up).
- 12.3 Do take care though not to let this become a regular occurrence as you should never be alone with a young person on a site.
- 12.4 You should not start so early that your first pupil would be unsupervised between the end of their lesson and the start of the school day.

13. Transport/Lifts

- 13.1 **You must not give students lifts in your vehicle.**
- 13.2 You should never give students lifts in your vehicle, although you have a 'duty of care' and therefore should never leave a student 'abandoned'.
- 13.3 If this situation does arise, you should help the student to make contact with a member of staff at the school and/or the student's parents/carers and ensure their safety until help arrives.
- 13.4 This must be reported to both the school and the Music Service.

14. Photo permissions and mobile phones

- 14.1 You must never take a photo or video of students without the permission of the parents and the school.
- 14.2 Any images stored on a mobile telephone which is taken into a school or other education setting must not contain inappropriate viewing matter for children.
- 14.3 We do not want to prevent staff from celebrating student successes – you are able to share on social media published official feeds (i.e. from a school or concert/composition-organisation’s own media) to your own, but you must not possess or share any media of your students.

15. Telephone Contact

- 15.1 **You must not give out your personal home or mobile telephone numbers to students.**
- 15.2 Telephone contact must go through parents/carers and/or schools rather than directly with pupils, and then through SpeedAdmin or at the very least work email account.
- 15.3 For partners working with students, methods of contact will be agreed and arranged by the relevant Hub partner/music service.
- 15.4 The Hub and/or relevant Music Service will never give your personal contact information to a school, parent or carer without your prior approval.
- 15.5 The advice from the Musicians’ Union (MU) is to purchase a second ‘pay as you go’ mobile telephone which is used only for work purposes.
- 15.6 That way you can switch off the handset when you do not want to be disturbed by work related calls.
- 15.7 In this case you may choose to share this number with the School that you are working at.

16. Online Safety and Presence

16.1 Online Safety

- 16.1.1 Greater Essex Music Hub works with its provision partners, such as Charanga and FocusOnSound to ensure that they are compliant with the filtering and monitoring requirements as set out in Keeping Children Safe in Education.
- 16.1.2 Tutors are responsible for material used outside of Hub/Music Service platforms that they use with students, ensuring that any pop-ups, adverts and age-inappropriate material is prevented from being shown, and that the content of the material shared is appropriate and in line with the school setting’s safeguarding policies.
- 16.1.3 If in doubt, tutors should liaise with the Designated Safeguarding team to check.

16.2 Supporting students through online resources

- 16.2.1 As part of avoiding physical contact with students, some tutors have developed recording their mirroring technique to share with students.
- 16.2.2 Our guidance is not to let the student record a tutor on the student's phone or device. Instead, a tutor should record it separately away from students, and then using their work email account, send this to the parents for use in practice, making a note of this in the student's practice diary (or similar).

16.3 Social Media

- 16.3.1 If you have an account on any internet or mobile social networking sites you should consider the following points:
- Be aware that your students and their parents/carers may be able to see your details, photographs, wall posts etc.
 - You should consider your privacy settings very carefully.
 - You may be confident that your site is suitable but can you guarantee that your friends/fans will not post anything inappropriate?
 - Greater Essex Music Hub strongly advises that you should not invite or accept friend or follower requests from service users, particularly those that you teach or have taught.
 - If a student invites you to be their 'friend' you should not accept this request.
 - Remember that by accepting them as a 'friend' you will be in breach of the Hub Lead Organisation's policy.
- 16.3.2 Staff are not to 'friend' or connect with students, including over the age of 18+ within the Service's provision, through social media.
- 16.3.3 Do not use social media as a way of contacting students and/or parents/carers – written communications as part of Greater Essex Music Hub/Music Service work are to be conducted through your work email account.
- 16.3.4 Staff are not to take or hold videos or photos of students, and thus not to post any personal information, including or videos photos, of students via their personal Facebook.
- 16.3.5 Staff are not to post on social media images/media of students that they hold, regardless of parent/carer permissions: staff who wish to use social media to celebrate successes may 'share' official media from authorised school/Hub accounts.

17. Administrative responsibilities

- 17.1 Staff must return any information requested (Statistical Analysis, surveys etc) as comprehensively and quickly as possible.

- 17.2 Statistical returns particularly are vital for us to demonstrate the range of our work and to justify our use of the external funding we receive.
- 17.3 Also please remember to give changes of personal details such as address, telephone and mobile numbers and e-mail to the Music Service administrative staff.
- 17.4 Staff will also need to change any relevant details on relevant Payroll systems.
- 17.5 Staff making contact with schools will display a high level of professionalism. Emails and communications sent by staff:
- are professional,
 - are representative of the Hub as part of a tutor's ambassadorial role,
 - will display high levels of (this list is not exhaustive) appropriate tone, grammar, spelling, content
 - will facilitate the needs of schools and customers as far as possible, keeping email chains to as short a length as possible.
- 17.6 Where staff are unsure, or require support where they find communication stressful or uncertain, they can contact their Music Service who will help support and guide them.
- 17.7 Staff should be fully aware and able to communicate to and discuss with customers and partners the range of provision offered by Greater Essex Music Hub.

18. Sick absence

Each Music Service operates according to its local authority's sickness absence policy.

19. Music Service specific guidance and policies

Other areas of guidance particular to local authorities and their individual Music Services are contained within official local authority policies and procedures, and in individual Music Service tutor handbooks.

This information is issued by:
Essex County Council, Hub Lead Organisation of Greater Essex Music Hub

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The information contained in this document can be translated, and/or made available in alternative formats, on request.

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