

RCM CHILD SAFEGUARDING POLICY & PROCEDURE 2024

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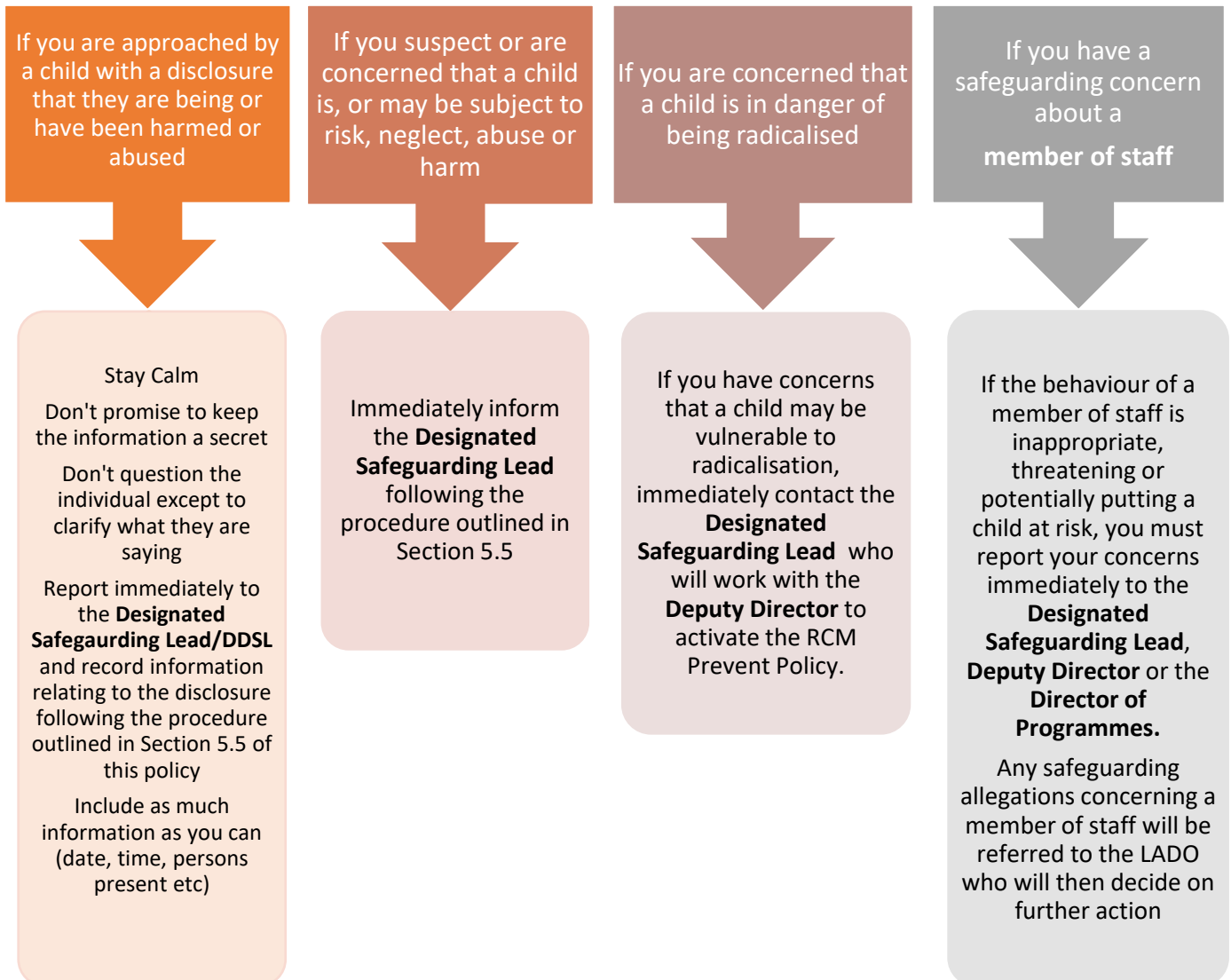
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RCM Child Safeguarding Policy Summary

What to do if you are concerned about a child

**Is the person in immediate danger?
For all emergencies dial 999**



Please report concerns even if you are unsure whether it is a safeguarding issue.

If you have a concern and are unable to reach the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Deputy Director or the Director of Programmes, do not hesitate to contact Children's Services, Adult Services or the police directly and inform the Designated Safeguarding Lead of any referrals.

Safeguarding: How to report a concern about a child at risk

Summary



Key Safeguarding contact details

DESIGNATED SAFEGUARDING LEAD

Miranda Francis, Head of Junior Programmes | 0207 591 4332 | miranda.francis@rcm.ac.uk

DEPUTY DESIGNATED SAFEGUARDING LEAD

Gill Redfern, RCMJD Operations Manager | 0207 591 4334 | gill.redfern@rcm.ac.uk

Diana Salazar, RCM Director of Programmes | 07971 533 611 | diana.salazar@rcm.ac.uk

Kevin Porter, RCM Deputy Director | 0207 589 4329 | kevin.porter@rcm.ac.uk

Jennifer Allison, Head of Human Resources | 0207 591 4334 | jennifer.allison@rcm.ac.uk

Nicola Smith, Student Services Manager | 0207 591 4334 | nic.smith@rcm.ac.uk

External Safeguarding contact details

Anyone with a concern about a child can make a referral to the Bi-Borough Local Safeguarding Children Partnership
<https://www.rbkc.gov.uk/lscp/>

Westminster Children's Social Care:

accesstochildrensservices@westminster.gov.uk

020 7641 4000 (out of hours 020 7641 6000)

Westminster's Local Authority Designated Officer (LADO) (who deals with allegations against staff working in schools):

lado@westminster.gov.uk

020 7641 7668

Named LADO: Aqualma Daniel

adaniel@westminster.gov.uk

07870 481712

Westminster Prevent Team: Julie Knotts

jknotts@westminster.gov.uk

07940 024366

HMG non-emergency "Preventing extremism in schools and children's services"

counter.extremism@education.gov.uk

020 7340 7264

Advice can be sought at any time from the NSPCC helpline

help@nspcc.org.uk

0808 800 5000

Advice can be sought at any time from Childline

www.childline.org.uk/

0800 1111

1. Policy Statement

- 1.1 The Royal College of Music (henceforth 'the College') is committed to the protection and safeguarding of children and young people, and believes the responsibility held in this regard, to promote their interests and well-being, to be of paramount importance.
- 1.2 There may be occasions where, through their work and social and corporate responsibility and outreach activities, individuals working for or with the College will work, or otherwise come into contact, with children.

The College is committed to:

- Ensuring the safety and welfare of children;
- Raising awareness of the different types of abuse, aiding the identification of children at risk of abuse and providing procedures for reporting concerns;
- Ensuring suspicions and allegations of abuse are taken seriously and responded to swiftly and appropriately;
- Ensuring staff are aware of and understand their responsibilities regarding child protection, including those set out in this policy;
- Ensuring staff are aware of and understand the role of the College's Designated Senior Person (DSP), Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)
- Ensuring staff are aware of and understand the importance of confidentiality;
- Providing appropriate training for staff in relation to child protection, including regarding the responsibilities of staff set out in this policy.

This policy seeks to support the College and its staff in meeting the commitments outlined above.

- 1.3 This Policy has been written with reference to, and should be read in conjunction with the following:
- [Children Act 1989](#);
 - [Children Act 2004 \(as amended by Children and Social Work Act 2017\)](#);
 - [Keeping Children Safe in Education \(Department for Education and Skills, September 2023\)](#);
 - [Working Together to Safeguard Children \(HM Government, 2023\)](#);
 - [Charity Commission for England & Wales: Strategy for dealing with safeguarding issues in Charities \(December 2017\)](#).

Section 26 of the Counter Terrorism and Security Act 2015 also requires the college to have due regard to the need to prevent people from being drawn into terrorism. Any concerns in this regard will be dealt with in accordance with the appropriate College [Prevent](#) strategy

2. Scope of the Policy

- 2.1 This policy applies to all individuals working for or with the College, including all workers and employees (at all levels and grades and including trainees, homeworkers, part-time and fixed-term employees, casual workers and agency staff), officers, Council members, consultants and contractors (collectively referred to as 'staff' in this policy). This policy applies to all work and activities undertaken, including at the College's premises and elsewhere.
- 2.2 References in this policy to 'child' and 'children' are to persons **under the age of 18**. The College also recognises that some adults are also vulnerable to abuse and accordingly the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults.
- 2.3 The College provides degree-level education and, as such, students are normally over the age of 18 at the point of commencing their undergraduate studies. Applicants may exceptionally be admitted below the age of 18, provided they are able to meet the standard entry requirements. In most cases this will be for a short period prior to turning 18 during their first year of study. More information can be found in the
- 2.4 Notwithstanding, all persons under the age of 18 are considered to be children in UK law, and the College acknowledges its duty of care to them and the principles of the RCM's Child Safeguarding Policy will stand, in these circumstances.
- 2.5 Further details can be found in the RCM Admissions Policy and the RCM Policy on HE students aged 16 or 17

3. Safeguarding: Roles and Responsibilities

- 3.1 **All staff** should ensure that they read this policy and understand the standards expected of them and their responsibilities under the policy. All staff have a responsibility to ensure the safety and welfare of children and to take appropriate steps (including those set out in this policy) to ensure that suspicions and allegations of abuse are taken seriously and responded to swiftly and appropriately.

Staff must be aware that there is a process for making referrals to Children's Social Care either because a child is **in need** (Section 17 of the 1989 Children's Act) or is suffering or likely to suffer significant **harm** (section 47). Staff should report any concerns to the **Designated Safeguarding Lead** or, in the case of an emergency, Children's Social Care directly.

- 3.2 The **RCM Council** is responsible for ensuring that the College provides a safe and secure working environment in which to study for those children and vulnerable adults for whom it has a duty of care, which includes ensuring that the College's policies and procedures for child protection meet statutory requirements.

Kevin Porter, Council Member and Deputy Director of the RCM maintains an overview of safeguarding arrangements, primarily via liaison with the **Director of Programmes** and the **Designated Safeguarding Lead**. The Council receives an Annual Safeguarding Report prepared by the College's **Safeguarding Committee**.

- 3.3 **RCM Directorate**, as the principal operational committee for the day-to-day running of the College, is responsible for ensuring appropriate supervision for students under the age of 18 including safeguarding arrangements. **Diana Salazar**, Director of Programmes is chair of the **Safeguarding Committee** and attends both as a representative of Directorate and as line manager of the **Designated Safeguarding Lead**.

- 3.4 The College's **Safeguarding Committee** meets annually. This meeting will receive any reports of incidents during the year and will review the log of staff appointments and associated safeguarding checks within the year, including Disclosure & Barring Service checks made. An annual report of this meeting will be submitted to Senate and to Council. Additional meetings of the Safeguarding Committee may be convened at any time to discuss immediate safeguarding cases or concerns.

Members of the Safeguarding Committee are:

- **Diana Salazar** (Chair), Director of Programmes & Directorate member
- **Miranda Francis** (Designated Safeguarding Lead), Head of Junior Programmes
- **Jennifer Allison** (Secretary), Head of Human Resources
- **Hayley Clements**, Head of Learning and Participation
- **Nicola Smith**, Head of Student Services

Any member of staff can make a referral directly to children's social care if there is a risk of immediate serious harm to a child.

- 3.5 The **Designated Safeguarding Lead (DSL)** is the Head of Junior Programmes of the College (for all students in the RCMJD and students in the Senior School who are under 18 years old), and a **Deputy Designated Safeguarding Lead**, the Operations Manager of the RCMJD.
- 3.6 The role of the DSL is to take lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the local authority and working with other agencies as required. Information relating to individual child protection cases is confidential, although some information may be shared with relevant College staff and appropriate agencies where a legal justification exists. The College will, at all times, act in accordance with its [Data Retention Policy](#) and obligations in respect of confidentiality and under the General Data Protection Regulations (GDPR). The RCMJD Privacy Statement can be found [here](#).

The principal responsibilities of the role of Designated Safeguarding Lead are as follows:

- The DSL takes **responsibility for the College's child protection practice, policy, procedures and professional development**.

- **The DSL refers cases of suspected abuse or allegations to the relevant investigating agencies.** The DSL also acts as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies. The DSL liaises with the Safeguarding Committee/Principal to inform them of any issues and on-going investigations and to ensure there is always cover for the DSL role.
- The DSL (and deputy DSL) should receive appropriate **Level 3 safeguarding training every two years** in order to be able to recognise signs of abuse and know when it is appropriate to make a referral. The DSL must have a working knowledge of the Local Safeguarding Children Board, the conduct of a child protection conference and must be able to contribute to these when required (including ensuring that the College's concerns and views are represented and taken into account during a child protection conference).
- The DSL ensures that all appropriate **staff receive induction training** covering child protection and an understanding of safeguarding issues including the cause of abuse and neglect. Staff should be able to identify the signs and indicators of abuse and should know how to respond effectively when they have concerns or when a disclosure is made to them.
- **The Deputy DSL** ensures that records are kept of all Level 1 training provided (basic and advanced) including dates, provider and staff in attendance. These records are then shared with Human Resources.
- The DSL ensures that the College's policies relating to safeguarding (Child Protection Policy and Disclosure and Barring Service Policy) are reviewed appropriately and in the case of Child Protection, annually. All staff and students should have access to and understand the Child Protection Policy on the College website. Regular briefings and updates should be provided at relevant staff meetings to ensure that staff are reminded of their responsibilities. The DSL should also ensure that parents of all students under 18 years old are able to access a copy of the Child Protection Policy online which alerts them to the fact that referrals can be made and the College's role in this process.
- The DSL ensures that **detailed accurate records are kept securely** for any children where there are safeguarding concerns. Records are confidential and should be kept separately from students' records.
- The DSL will be responsible for dealing with reports of any suspicions or allegations of abuse, in liaison with the Safeguarding Committee. They will be known as such to staff and volunteers throughout the institution.

The **principal duties** of the DSL include;

- Receiving and recording information from staff, volunteers, children, vulnerable adults or parents who have safeguarding concerns;
- Providing detailed, accurate and secure written records of referrals/concerns to the RCM Safeguarding Committee or external agencies when required;
- Assessing the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate;
- Acting as a source of support, advice and expertise within the institution where appropriate;
- Contacting a statutory child protection agency (local children's services department, NSPCC) for advice. The DSL/DDSL may then make a formal referral to the Local Children Services Authority.
- The DSL/DDSL will inform member of the safeguarding committee of any issues concerning safeguarding and to ensure that there is always safeguarding cover available
- Working with the **Head of Human Resources** to ensure that the Child Protection Policy is reviewed, and updated, as required;

3.7 The **Head of Human Resources** takes lead responsibility for the Disclosure and Barring Service, ensuring that all relevant staff have appropriate clearance and that records are retained. The Head of Human Resources will ensure that the DBS is informed if any member of staff has been dismissed or removed from duties due to a safeguarding concern.

The Head of Human Resources also acts as Secretary of the Safeguarding Committee and ensures that the reporting arrangements required by the Council are in place, which includes preparation of an annual report.

4. Definitions of Abuse

The definition of abuse for the purpose of this policy (which is taken from Keeping Children Safe in Education (HM Government, 2023) includes:

- 4.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 4.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 4.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 4.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- 4.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 4.6 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Both CCE and CSE 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.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunities to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

4.7 **Child-on-child abuse:** Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of College and online. The College will not tolerate such behaviours, and any such incidences will be thoroughly and appropriately investigated according to the procedure outlined in Section 6, paying particular attention to the age and developmental stage of the child. Expectations of behaviour are outlined in the **RCMJD Behavioural Policy** (for RCMJD students) or **RCM Student Handbook** (for undergraduate students under the age of 18).

Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse or otherwise causing physical harm, sexual violence, sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, upskirting and initiation/hazing type violence and rituals.

4.8 In addition, there are a number of specific safeguarding issues which are covered by this policy, including:

- drug and alcohol taking
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage and relationship abuse
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- mental health
- radicalisation
- upskirting

The above is a non-exhaustive list and there may be other forms of abuse, or examples of abuse, which require action under this policy.

5. Child Safeguarding Procedure

RCMJD students are encouraged to read the leaflet entitled '[What to do if you feel unhappy](#)'. This tells RCMJD students where they can access help and advice in an easy to read format.

This procedure sets out what should be done to respond when an allegation or suspicion of child abuse is raised.

5.1 Suspicions of abuse may be raised from a number of sources, including the student, and in a number of ways. Sources include:

- a student disclosing information about him/herself;
- when a student is asked if everything is alright, the student discloses abuse;
- behaviour or physical marks on a student (e.g. bruises, welts, lacerations);
- a student discloses through his or her academic or practical work that they are being abused;
- a student discloses that he or she knows that another student is being abused;
- a third party discloses that they know a student is being abused.

It is essential that staff respond appropriately when suspicions are raised and that the RCM's child safeguarding procedure is *always* followed.

5.2 If a member of staff has suspicions or is concerned that a **child has been abused or is at risk of abuse** they must **immediately inform the DSL**. The member of staff will be asked to complete a written record of the suspicions or concerns using **Form CP1 (Appendix 1)** and pass this to the DSL/Deputy Director as soon as possible.

5.3 Members of staff should report any such suspicions or concerns regardless of the potential cause(s) or source(s) of such abuse and must not carry out their own investigations.

5.4 If a child discloses issues to a member of staff which indicate potential abuse, the member of staff should:

- Listen carefully and stay calm;
- Not interview the child or challenge any information disclosed, but question normally and without pressure, in order to be sure that they understand what the child is telling them;
- Not examine a child for signs of abuse or invite them to show signs of abuse;
- Not put words into the child's mouth;
- Reassure the child that by telling them, they have done the right thing;
- Inform the child that they must pass the information on, but that only those that need to know about it will be told;
- Not promise to keep the information disclosed confidential (as it may be necessary for this to be disclosed internally and/or to the relevant authorities and appropriate external agencies on a need-to-know basis);
- Inform them of to whom they will report the matter;
- Note the main points carefully;
- Make a detailed note as soon as possible of the date, time, place, what the child said, did and their questions using **Form CP1 (Appendix 1)** and **immediately inform the DSL** of the matters disclosed (and provide the DSL with the completed Form CP1).

5.5 The DSL who is informed of the suspicions or concerns will assess the information disclosed and take appropriate action. The DSL will, together with other members of the Safeguarding Committee (where appropriate), assess whether the suspicions or concerns should be referred to social services and/or the police and/or the College's Human Resources Department for consideration. Any decisions taken, including the reason(s) for the decisions, will be clearly recorded. Where a decision is made to refer the suspicions or concerns to social services and/or the police, the CPO will complete **Form CP2 (Appendix 2)**. Reference will be made to the local authority [Safeguarding Referral Pathway](#) (see Appendix 3)

- 5.6 If there is a suspicion that a **member of staff may be abusing a child** they must immediately inform the DSL, who will inform the Director of Programmes or Deputy Director. If within two hours of the initial concern arising it has not been possible to contact the DSL, the matter must be referred directly to the Director of Programmes or Deputy Director, which can be done via JD administrative staff or directly by email. Where the suspicion, allegation or actual abuse concerns the Head of Junior Programmes, the matter shall be reported directly to the Director of Programmes or Deputy Director. The DSL will refer the matter to the Westminster **Local authority Designated Officer (LADO)** directly.
- 5.7 Where necessary and appropriate serious incidents as defined in paragraphs 5.6 & 5.7 above should be reported to the relevant agencies in accordance with the law and best practice. Please refer to the key contacts list in Section 1.

6. Confidentiality & Record Keeping

- 6.1 Members of staff must be mindful, and remain mindful, of the importance of ensuring that confidentiality is, where possible, maintained for all concerned. Information should be handled and disseminated by staff on a need to know basis only.
- 6.2 As stated in section 3 above, information relating to individual child protection cases is confidential, although some information may be shared with relevant College staff and appropriate agencies where a legal justification exists.
- 6.3 The College will, at all times, act in accordance with its [Data Retention Policy](#) and obligations in respect of confidentiality and under the General Data Protection Regulation (GDPR). The RCMJD Privacy Statement can be found [here](#).

7. Recruitment

- 7.1 Most appointments in the Junior College, whether of administrative or teaching staff, will involve unsupervised and sustained, one-to-one contact with students. The College will take appropriate steps, including in relation to the recruitment of staff, to ensure that unsuitable people are prevented from working with children.

The recruitment checks carried out by the College will include, where appropriate:

- An appropriate identity check
 - An appropriate Disclosure and Barring Service check. The checking process will commence when a conditional offer of appointment is made. The applicant will be informed of this procedure and asked to agree to it. Applicants will be told that refusal to permit checks will prevent further consideration of their application. Where an applicant has a criminal record this will not automatically debar appointment, but if any of the checks suggests that the appointment may pose a risk to children then an appointment will not be made.
 - Verifications of the legal right to work in the UK
 - Educational/professional qualifications
 - Obtaining and checking satisfactory references.
- 7.2 Junior department/Sparks appointments will be approved by the Head of Junior Programmes, and the Director of Programmes who will together review the documentary and other information obtained during the appointment process.
 - 7.3 HR will keep records (where permitted by law) of the documentary information obtained during the appointment process and of the sign-off by the Head of Junior Programmes and the Director of Programmes. These records will be monitored annually, as set out in the relevant section below.
 - 7.4 New RCMJD staff (or anyone engaged in teaching students under 18 at the RCM) will receive a copy of this policy and procedure and will be asked to sign a declaration acknowledging they have read and understood its terms. The Head of Junior Programmes will ensure that there are regular induction and updating events for all RCMJD teachers to ensure they are aware of and understand the policy and procedure.

8. DBS Checks & staff training

- 8.1 The Human Resources team will ensure that College staff working unsupervised with children are regularly reviewed through a 3 year rolling programme of checking DBS's are in place for holders of all identified posts. Existing staff (paid or unpaid) who transfer from a role which does not require a DBS check to one which involves contact with children will also be subject to a DBS check.
- 8.2 All new members of College staff working with children will be expected to receive safeguarding training within their first term at Level 1. Records of this training will be maintained by the RCMJD Operations Manager (and DDSL) in consultation with Human Resources.
- 8.3 All members of College staff working with children will be required to participate in training courses on Safeguarding Children issues and will be expected to commit to receiving **Level 1 training every three years.**
- 8.4 The DSL and DDSL will undergo and refresh their **Level 3 Training every two years.**

9. Contextual Safeguarding: Physical Contact in Teaching

- 9.1 Physical contact between teacher and student is sometimes preferable for the student's learning (e.g. the use of known, established methods to correct poor posture or to adjust bow hold). What must underpin the use of physical contact is the informed consent of the student and a safe teaching environment. To ensure a student has given their informed consent the purpose and form of physical contact should be clearly explained to the student by the teacher and the student's consent obtained in advance of physical contact taking place. The explanation of physical contact should be specific and justified e.g. 'may I place my hand under your elbow to adjust your hold' rather than 'may I touch you to adjust your hold'.
- 9.2 Not all students will feel comfortable with the same level of physical contact and this may change over time; reliance on previous consent does not constitute informed consent.
- 9.3 It is never acceptable for a teacher to touch a student on an intimate part of their body.
- 9.4 Students have the right to be taught in a safe and respectful environment. In this context, as in all others, a teacher/professor should be sensitive to feedback from their student and should respond accordingly. Teachers should be mindful of any conduct or language that may make a student feel uncomfortable or that may be misconstrued.
- 9.5 The blinds on teaching room windows must always be kept open and must not be closed; even when teaching is not taking place. The door of the teaching room must be easily accessible to the student at all times.

10. Contextual Safeguarding: Teaching offsite (including from home) and week day teaching at College

10.1 RCMJD teaching, including from home, is not normally permitted. It will only be permitted where there are exceptional reasons to make it appropriate.

For RCMJD students, a request must be made to the Head of Junior Programmes in writing and can only proceed with the Head of Junior Programmes approval. Before approval is given the off-site premises must be risk-assessed by a member of Junior Programmes administration who will ensure the environment is appropriate for teaching.

10.2 RCMJD off-site teaching will only be permitted if it is chaperoned on every occasion by a parent/appropriate adult taking responsibility for the welfare of the child. The names and contact details of the adult taking responsibility for the welfare of the child, where this is not the parent must be provided in writing to the Head of Junior Programmes.

10.3 Sometimes it is appropriate for RCMJD teaching to take place on week days within the College. Permission must be sought from the Head of Junior Programmes for such teaching, who will also ensure that the parent(s) or carer(s) of the student have given their permission. A DBS check for teacher will be required before teaching can take place (see Section 5).

10.4 Teaching of undergraduates under the age of 18 offsite is not permitted.

11. Related Policies and monitoring and review of Safeguarding Policy

11.1 The College policies listed below are also relevant in seeking to ensure the safety and welfare of children:

- [Guide for RCMJD Students - What to do if you feel unhappy](#)
- [RCMJD Privacy Statement](#)
- [Data Retention Policy](#)
- [RCMJD Online Safety Policy](#)
- [RCMJD Pupil Parent Handbook](#)
- [RCMJD Code of Conduct and Disciplinary Policy](#)
- [RCMJD Behavioural Policy](#)
- [RCM Policy on HE Students aged 16 or 17](#)
- [Policy on students of concern who may be at risk of radicalisation or extremism](#)
- [Recruitment and Selection Policy and Procedures](#)
- [Personal Relationships Policy](#)

11.2 RCM Council, Directorate and Safeguarding Committee shall be responsible for reviewing this policy to ensure that it meets legal requirements and reflects best practice

Appendix 1: Form CP1 - Safeguarding Reporting Form

FORM CP1

STRICTLY RESTRICTED

RCMJJD SAFEGUARDING RECORD FORM

to be used to record disclosure/safeguarding concerns



Name/role of person completing this form:	
Name/role of person to whom the concern was originally reported (if different from above):	
Date/Time of incident/disclosure/report:	
Names of all parties involved in the incident, including any witnesses:	
Name of Child or Name of Staff member	
Circumstances:	
Disclosure/Concern:	
Signed: Miranda Francis	
Date/time of report:	
Date/time report passed to DSP/DDSP:	

Appendix 2: Form CP2- Safeguarding Reporting Form

STRICTLY RESTRICTED

CP2 RCM SAFEGUARDING ACTION/REFERRAL FORM

to be completed by DSL/DDSL to record

- details of conversations/action taken to look into the matter
- further action taken (such as a referral being made)
- details of any referral to a statutory agency (if relevant) or reasons for decision not to refer



Name of Child		DOB:
Date/time	Details of conversation/action taken	Further action

Appendix 3: Westminster Safeguarding referral pathway



Safeguarding Referral Pathway

