



Child Protection and Safeguarding Policy

Sept 2025 – August 2026

Created by:	David Rees Chief Executive & Designated Safeguarding Lead	Date: 01/09/2025
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NB: Policy Review

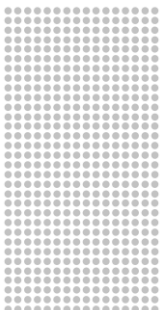
Merton Music Foundation's Safeguarding & Child Protection Policy is in line with Keeping Children Safe in Education 2025 and the quality and standards expected from Merton Local Authority. This policy will be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the board of Trustees.



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Policy Statement

At Merton Music Foundation (MMF), we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to participate within an environment where they feel safe to learn and develop. We want our pupils, staff, tutors, volunteers, parents and guardians to have confidence and trust in our *Moving Music Forward* vision and values and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding. A whole-service, child-centred approach is fundamental to all aspects of everyday life at MMF.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

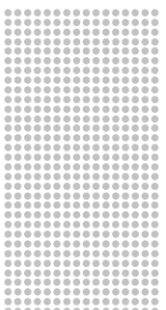
In line with the duties set out in the Children Act (1989, 2004) and Working Together to Safeguard Children (2023) we are committed to providing support and help as soon as possible, underpinned by our values that children are best looked after within their families, with their parents playing a full part in their lives where possible. We are also committed to ensuring that we work with agencies, including the Local Authority, to access support and targeted interventions for families when we consider that a child is, or may be, at risk of harm.

We hope that parents and guardians will support us to undertake our responsibility to facilitate Early Help support and to liaise with agencies to protect children who have suffered or otherwise likely to suffer significant harm without doing so. The core objective of Early Help support is to support children and families to thrive and prevent children being placed at increased risk. This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our senior leaders, key Designated Safeguarding Leads (DSLs) and Trustees.

This policy sets out our values and processes to keep children safe from harm and should be read in conjunction with Keeping Children Safe in Education 2025: statutory guidance for schools and colleges and Out-of-School Settings: safeguarding guidance for providers 2020 (updated May 2025).

Alongside Keeping Children Safe in Education 2025, MMF adopts the fundamental principal of working in a child-centred approach within a whole family focus as promoted in Working Together to Safeguard Children 2023.

At MMF, we endeavour to work in partnership and collaboration with children and their families so that they are supported by being a part of and leading the conversations about their children. We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to improve their own agency to make safe and positive decisions for themselves and their children.





Policy Aims



This policy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Merton Music Foundation

Merton Music Foundation (MMF) is an independent charity that functions as the music service in the London Borough of Merton. Whilst MMF is not a school and does not have the same statutory responsibilities as a school, it does seek to mirror best practice wherever practicable.

This document mirrors the London Borough of Merton's exemplar safeguarding policy for schools.

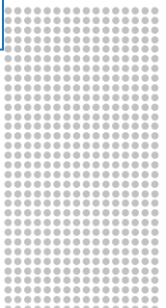


Safeguarding Contacts

Act Without Delay

If you have a concern - no matter how small - about a child or adult at MMF, please contact:

safeguarding@mmf.org.uk



In-House Contact Details

Role	Name	Contact Details
Designated Safeguarding Lead	David Rees	david.rees@mmf.org.uk
Deputy Designated Safeguarding Lead	Martha Gibbons	martha.gibbons@mmf.org.uk
Deputy Designated Safeguarding Lead	Soo Bishop	soo.bishop@mmf.org.uk
Chair of Trustees	Sebastian Jones	chairoftrustees@mmf.org.uk

External Agencies Contact Details

Role	Contact Details
Merton Safeguarding Children Partnership (MSCP)	www.mertonscp.org.uk
Merton Local Authority Designated Officer (LADO): John Shelley	Tel: 0208 545 3187
Merton Part-time LADO: Christine Dyson	Email Lado Referral: lado@merton.gov.uk or securely: lado@merton.gov.uk.cjism.net
Merton Local Authority Children and Families Hub (previously MASH)	Tel: Monday to Friday 9am to 5pm 020 8545 4226 / 4227 candfhub@merton.gov.uk Children's Emergency Duty Team (out of hours): 020 8770 5000 www.mertonscp.org.uk/documents/children-and-families-hub-request-for-service-form
Merton Local Authority Early Years, Family Wellbeing and Early Help Service	Tel: 020 8274 5300 Email: FSD@merton.gov.uk
Merton Education Welfare Service	Tel 020 8545 4021 Email: education.welfare@merton.gov.uk
NSPCC Helpline	Call: 0808 800 5000 Email help@NSPCC.org.uk
The Lucy Faithful Foundation: Preventing Child Sexual Abuse	Stop It Now helpline: 0808 1000 900 Email: contactus.stopitnow.org.uk
Shore Space	A safe pace for teenagers worried about sexual behaviour. www.shorespace.org.uk
Police	Emergency 999 Non-emergency 101



Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance.



[Keeping children safe in education 2025](#) which sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18.

Section 175 of the [Education Act 2002](#), places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009¹](#), which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.

[Maintained schools governance guide - 7. Compliance - Guidance - GOV.UK \(www.gov.uk\)](#) (2024) provides guidance for governing bodies on how to meet their legal and regulatory responsibilities with regards to compliance.

This guidance is a reference document for those involved in local-authority-maintained school governance. It brings together essential information from a range of sources on the governing body's roles and legal responsibilities.

[Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

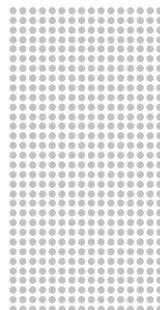
[Working Together to Safeguard Children statutory guidance](#) outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England

The Lead Safeguarding Partners for the [Merton Safeguarding Children Partnership](#) are Merton Safeguarding Adults Board, South West London Integrated Care Board and the Metropolitan Police. They have a joint and equal duty to ensure multi-agency safeguarding arrangements are in place at a local level, and organisations and agencies are clear about how they will work together to safeguard children and promote the welfare of children.

[Serious Crime Act 2015](#), Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

¹ KCSIE para 266: Schools and colleges can use the DfE's Check a teacher's record to make prohibition, direction, restriction, and children's barred list checks. The service is free to use and is available via the DfE's web page. Users will require a DfE Sign-in account to log onto the service.



[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#). All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism"

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights \(ECHR\)](#)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our trustees and Chief Executive should carefully consider how they are supporting pupils regarding these characteristics.

[The Public Sector Equality Duty \(PSED\)](#), which explains how public authorities must have due regard to eliminating unlawful discrimination, harassment and victimisation. As an independent charity, MMF seeks to mirror these responsibilities. Working collaboratively as professionals is a key part of providing services to children and families. When professional disputes happen that cannot be resolved in a timely manner the [MSCP's Multi-Agency Escalation Policy](#) should be followed.

[DfE Information Sharing Advice For Practitioners 2024](#) produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information,"





Definitions: Safeguarding & Child Protection

Safeguarding, as defined in Keeping Children Safe in Education (2025) means:

- 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 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

Working Together to Safeguard Children (2023) further extends this definition to include:

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

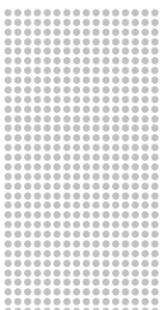
Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

Child in Need: A child in need is defined under section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled.

Child Protection: Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse, neglect, and exploitation whether this is taking place in person or online, inside or outside of the child's home. Schools are required to cooperate with children's social





care when carrying their inquiries and therefore we have a duty to share information when requested to do so.

Children and Families Hub (formerly known as MASH) provides a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child. The Children and Families Hub is a fully integrated multi-agency team which involves key safeguarding agencies including professionals from social care, police, health and education. These agencies work together to identify the need of children and their families and signpost to the appropriate agency or resources where threshold is met.

Children in Care: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

'Early Help' means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life and applies to any problem or need that the family cannot deal with or meet on their own.

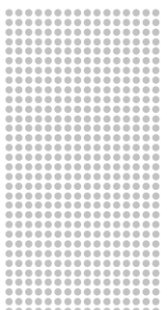
Merton Local Authority have produced guidance and information for practitioners working with children and families that can be found via the [Effective Support for Families Model](#). The document provides detailed information on levels of need and the range of services available to families. This includes guidance on the [MSCP Indicators of Possible Need](#) advises what support is available whatever the needs are of children young people and their families.


Merton Local Authority offer a service of Early Help Co-Ordinators who are able to support education services in safely and effectively assessing family's needs and ensuring families are able to access the right support at the right time. With an array of knowledge of services and support across Merton. They are on hand to offer advice and guidance around:

- Assessing child and family needs utilising the Effective Support Model
- Undertaking an Early Help Assessment
- Convening a Team Around the Family meeting
- Developing whole family plans/identifying appropriate interventions


Merton Local Authority offer a range of support and services via Family Hubs : [Find your nearest Family Hub](#) [Getting support | Family Hubs | Merton Council](#)

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a [Kinship Care Strategy](#) to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.





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



Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Significant Harm is the threshold for a child protection response to support and or protect children. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse.

Safeguarding Partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. In our context, these are:

- Merton Local Authority
- Integrated care boards (previously known as clinical commissioning groups) for an area within Merton
- The chief officer of police in Merton

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.





Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At MMF, we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have.

As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

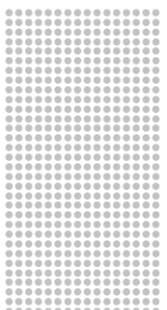
- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole service approach to look and listen out particularly for children:

- who have a special educational need and/or disabilities (SEND) or health conditions
- who are a young carer
- who could experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations (for example, temporary accommodation or where there are issues such as substance abuse or domestic violence)
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are in care or were previously in care
- who have ongoing unexplainable and/or persistent absences from education
- whose parent/guardian has expressed an intention to remove them from school to be provided with elective home education (EHE).

Adultification

Adultification is a concept describing when children are not afforded notions of innocence and vulnerability and are put at risk by those who do so. Adultification is always founded within discrimination and bias. Merton Safeguarding Children Partnership, commissioned an [independent scrutiny in relation to adultification](#).





MMF will embed any findings of the scrutiny to prevent the adultification of black children in Merton.

Children with Special Educational Needs and Disabilities (SEND)



Merton Local Authority SEND SUPPORT AND SERVICES

We request that parents/guardians share information with us about pupils with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, which can include:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)
- disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- a disabled child's understanding of abuse
- lack of choice/participation

We will use language that aligns with the SEND Code of Practice (KCSIE 2025 update - removing terms like "spectrum" and "disorder")

Children in Care (CiC)

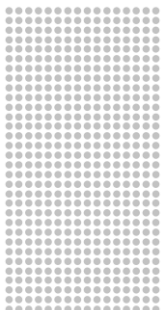
Support and information for looked-after children and young people

Children in Care Council

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm.

This includes:

- appropriate staff made aware of a child's looked after status
- ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility





- keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with, where this information is available to us.



Children with a Social Worker

Virtual School for Looked-After Children Virtual School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- **children in care,**
- **children previously in care; and**
- **children with a social worker** – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

In line with [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK](https://www.gov.uk/government/news/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension) (www.gov.uk) this has been extended to include:

- **children who have previously had a social worker** – the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 to 18; and
- **children in kinship care arrangements** - this means any friend or family member, who is not a child's parent but raising them for a significant amount of the time, either as a temporary or permanent arrangement.

MMF's Senior Leadership Team and Designated Safeguarding Lead will:

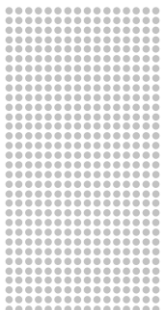
- work closely with virtual school heads to support the child's educational achievement and development needs that are identified in their personal education plans (where this information is shared with us)
- collaborate with the virtual school heads to also promote the educational achievement of children previously in care.

Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance (KCSIE 2025 para 204).

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQIA+) can be targeted by other children. See our Equity, Diversity & Policy for more detail on how we ensure a safe and welcoming environment for all LGBTQIA+ pupils.

Merton Music Foundation aims to be a safe, welcoming space for all young people and proactively enable access to opportunity for LGBTQIA+ pupils, in-line with its Equity, Diversity & Inclusion Policy.





Roles & Responsibilities of Staff Including Leadership and Management



Safeguarding is **everyone's** responsibility at MMF. This policy applies to all our staff including permanent, temporary and supply, volunteers, trustees and contractors across all of our programmes of activity.

MMF actively supports preventative education. This is in the context of a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

This will be underpinned by our:

- safeguarding arrangements and systems, which are explained to staff as part of their induction and annual update training. As part of staff induction new staff/ volunteers are provided with the following key guidance and information provided by our school senior leadership team:
- Safeguarding & Child Protection Policy
- Staff Behaviour Policy/Code of Conduct
- the role and identity of the Designated Safeguarding Lead (DSL) and deputies
- Online Learning policy
- expected safeguarding response to children who are absent from education (including MMF activity), particularly on repeat occasions and/or prolonged periods.

Roles and Responsibilities of all staff (permanent, temporary and supply), volunteers, contractors and tutors.

All staff will be required to:

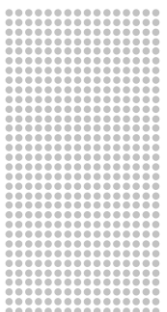
read the appropriate sections of [Keeping Children Safe in Education](#), according to their level of responsibility as outlined in the document, and the reviewed version of this guidance at least annually.

Children Missing or Absent from Education

[Merton's Good Practice Guidance for Identifying and Safeguarding Children Missing from Education \(CME\)](#)

A learner missing or absent from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unexplained absence and for dealing with children that go missing or are absent from MMF activity, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with identifying and monitoring the needs of vulnerable learners.

MMF will follow the guidance detailed in [Children Missing Education \(2016\)](#) and ensure that any concerns are shared with the child's school or the EHE team.





Elective Home Education: [Children educated at home](#)

MMF will notify the Merton Local Authority of every learner of which we are aware where a parent has exercised their right to educate their child at home.



Role and Responsibilities of the Designated Safeguarding Lead (DSL)

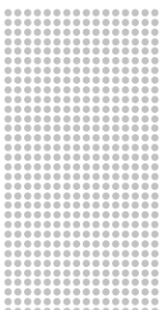
Our DSL team includes members of our senior leadership team. We also have Deputy DSLs (DDSL) within our staffing group.

- The DSL takes lead responsibility for our child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on MMF devices and networks to keep pupils safe online.
- Whilst all our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.
- The DSL will act as the main contact in our setting when a child and their family are receiving support from their school, external agencies and statutory services.
- During term time, the DSL will be available during MMF's hours of operation for staff to discuss any safeguarding concerns: **David Rees, Chief Executive / safeguarding@mmf.org.uk / 020 8640 5446 (Ext. 935)**
- In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary: safeguarding@mmf.org.uk
- When the DSL is absent, please contact our Deputy DSL(s): **Martha Gibbons, Operations Director / 020 8640 5446 (Ext. 99) and/or Soo Bishop, Schools & Projects Leader / 020 8640 5446 (Ext. 943)**
- If the school's DSL and deputies are not available or cannot be reached, contact: **07966 001 059 or 07958 117 232 or call the main office: 020 8640 5446**
- During school holidays, the safeguarding@mmf.org.uk will be monitored and a rota in place as required to ensure appropriate DSL coverage for our context as an independent charity / out of school activity provider.
- The full role of the DSL can be found in Annex C, page 171 [of KCSIE 2025](#)

The DSL will be given the time, funding, training, resources and support to enable them to fulfil the functions outlined in KCSIE 2025.

The DSL will also:

- keep the Chief Executive informed of any issues, the conversations with children and their families, universal services and referrals to external agencies and statutory services
- liaise with universal, targeted and statutory agencies, Local Authority workers (Children's Services and other key practitioners) when there are safeguarding concerns as appropriate (including early help and child protection)





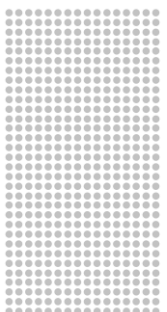
- share information about incidences of sexual violence and sexual harassment with statutory colleagues such as Police and Merton Children and Families Hub in order to prepare and implement the Foundation's policies
- be confident about what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment.

Role and Responsibilities of the Governance

Our Trustee Board has a strategic role overseeing our leadership and management team and must ensure that all staff comply with legislation and local guidance at all times.

The Trustee Board will:

- facilitate a whole-service approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development for the setting
- evaluate and approve this safeguarding and child protection policy along with other policies related to safeguarding at each review, ensuring they comply with the law, and hold the Chief Executive to account for their implementation
- evaluate and approve recommendations/action plans identified through quality assurance activity that the Chief Executive/DSL undertakes to review safeguarding practice through audits and annual/termly trustee reports to ensure that they have regular oversight and hold the Chief Executive accountable for the practice improvement
- be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our charity's local multi-agency safeguarding arrangements
- appoint a Link Trustee to monitor the effectiveness of the charity's safeguarding arrangements including policies and their implementation, in conjunction with the Board of Trustees. This is always a different person from the DSL
- ensure all staff undergo safeguarding and child protection training, including online safety according to their roles, and that such training is regularly updated and in line with statutory guidance.
- ensure that all trustees:
 - read [Keeping Children Safe in Education](#) in its entirety, and review compliance of this task at least annually
 - sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance.
- ensure that MMF has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training



- reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support MMF in meeting these standards. [Meeting digital and technology standards in schools and colleges](#)

The Trustee Board will make sure:

- the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- online safety is a running and interrelated theme within the whole-service approach to safeguarding and related policies
- the DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- MMF has effective procedures to manage any safeguarding concerns (no matter how small) that arise. This includes those related to child welfare concerns, low level concerns and allegations made against staff
- that this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- where another body is providing services or activities on behalf of MMF or at one of its sites (regardless of whether or not the children who attend these services/activities are pupils of MMF):
 - seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed
 - make sure there are arrangements for the body to liaise with MMF about safeguarding arrangements, where appropriate.
 - make sure that safeguarding requirements are a condition of using MMF premises, and that any agreement to use the premises would be terminated if the other body fails to comply.
- the Chair of Trustees will act as the 'case manager' in the event that an allegation is made against the Chief Executive. where appropriate (see Managing Concerns and Allegations About Staff, below)
- all trustees receive appropriate safeguarding training, including at induction. This training should equip trustees with the knowledge and skills to understand their safeguarding responsibilities and contribute to a safe learning environment as outlined in Keeping Children Safe in Education 2025. Organisations like the [National Governance Association](#) and [LGfL](#) offer resources and training to support school governors in this area, which may also be relevant to MMF trustees.

Role of the Chief Executive

The Chief Executive will:

- implement this policy and ensure that all staff:
 - are informed of our school's systems which support safeguarding, including reading and understanding this policy, as part of their induction
 - follow the procedures included in this policy, what they should know and do in relation to information sharing and referrals of cases of suspected abuse and neglect
- make this policy available to parents/guardians, professionals and the community to ensure there is transparency and clear expectations about MMF's duty to safeguarding and promote the welfare of children and the arrangements for responding to children presenting with needs that may require early help or support to protect them. *This policy will be made available via the Foundation's website: www.mmf.org.uk/policies*
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- act as the 'case manager' representing the Foundation in the event of an allegation of abuse made against another member of staff or volunteer
- manage cases where there are low-level concerns regarding the conduct of staff, or oversee delegation to the DSL
- ensuring the relevant staffing ratios are met, where applicable





Working with Families

Our principles include, but are not limited to:

Promoting effective partnership working with parents and guardians e.g. build strong, positive, trusting, and co-operative relationships by:

- approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity
- ensuring we work sensitively with parents, guardians, and children, to identify and understand the impact of adversity and trauma in their lives; seeking to understand how adversity and trauma might manifest and affect children and parent's engagement and use their expertise to adapt their response with care and compassion
- ensuring we understand the family's background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support

Communicating effectively verbally and non-verbally by:

- communicating with respect, being clear, curious and inclusive; adapting to parents' and guardians' needs
- providing materials to children, parents, guardians, and families which are jargon free, developmentally appropriate and in a format that is easily understood
- ensuring any materials, such as minutes or reports, capture the Foundation's contribution but also those from the children, parents and guardians which must include their views and wishes
- supporting families to access support to translate information where English is not their first language.

Empowering our parents and guardians to participate in decision-making to help, support and protect children by:

- creating a safe culture which is an open and accepting forum free from discriminatory or prejudicial judgements
- ensuring the open culture is one which still provides reflection and challenge where the information has the potential to be a risk or influencing factor which may impact on a child's safety and wellbeing
- being transparent about our concerns and why we may need to request support from an outside agency; and the potential actions should our concerns increase for the children
- helping parents and guardians to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes
- where appropriate, providing information about different types of support, what it involves and expects from parents and guardians so they can make an informed choice and decision about which support pathways will be more helpful and effective for them.



Confidentiality and Sharing Information

We strive to uphold good practice and work in partnership with children and families, communicating effectively and listening well so that we have sufficient information to understand and be able to meet their needs. Trusted relationships are at the heart of working with children and their families at Merton Music Foundation.

An open culture is imperative when deciding whether to share information and it is important to get the lawful basis right. The legal framework can appear complex, and a lack of clarity can lead practitioners to assume, incorrectly, that no information can be shared because consent has not been provided. Our context understands the lawful basis in which our DSLs can share information with other people, agencies and organisations about the children and families we are supporting.

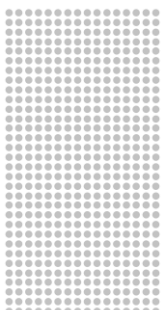
In line with our principles of working with families outlined above, we strive to be **transparent, open and clear** when we need to discuss any information or concerns that worry us about a child's wellbeing. If we feel that we need to share information, we will explain how information will be shared or used so that families can make an informed choice about whether to consent.

If we feel that we need to share information with services due to concerns about a child's safety or welfare to provide the family with specific support, we will **be upfront, transparent and honest about our concerns and the ways in which such services could help the family**. We will endeavour to support and encourage the family to consent and engage with such support. We believe that this collaborative approach will support children to have the confidence to speak up and share their views as well as encouraging parents and carers of children at our school to have a willingness to engage with services that provide support.

If we have a concern about a child's safety and have decided to share information to protect them from a risk of harm, we will endeavour to gain cooperation and understanding from parents and guardians. **We will strive where possible to always gain consent and where we believe our concerns have increased and warrant the sharing of information to statutory services such as Police and Children and Families Hub**, we will have made efforts to discuss, explore and provide support to address these with families in a collaborative way beforehand; concerns should not be a surprise to families unless in situations where a one off or unprecedented incident occurs.

However, **for a small number of children, seeking parental consent is not always possible and may place a child or others at risk of harm, for example:**

- the child would be placed at increased risk of significant harm through the action of gaining this consent
- there would be an impact on a criminal investigation
- a delay in making the referral would impact on the immediate safety of the child.





In situations where our professional or legal duty is exercised to share certain information in the absence of consent, we will inform them as soon as possible if it is safe and appropriate to do so (KCSIE 2025 para 394).



The [Data Protection Act \(DPA\) 2018](#) does not prevent or limit the sharing of information for the purposes of keeping children safe. MMF recognises that timely information sharing is essential for effective safeguarding. Whilst we promote collaboration and partnership with our families, fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children when required. The Foundation will have regard for the Government's publication [Information sharing advice for safeguarding practitioners - GOV.UK](#) includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information with all relevant parties.

Recognise and Respond to Abuse, Neglect and Exploitation **(what all staff must know and do if they have concerns)**

Abuse, neglect and exploitation

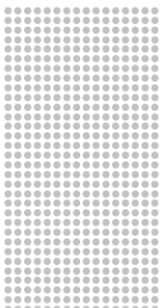
All our staff are aware of what abuse, neglect and exploitation is and have an understanding of the different types of indicators which could suggest a child is suffering or likely to suffer harm. We encourage our staff to be professionally curious about what to look out for as this is vital for the early identification of abuse, neglect and exploitation so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Our staff are aware that children may be abused by an adult or adults or by another child or children.

Physical Abuse

Physical abuse is 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 (Fabricated Induced Illness FII).

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
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction
- a child seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing a child to feel frightened or in danger
- 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. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.

Neglect

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

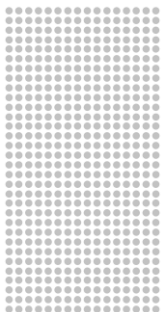
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Sexual Abuse

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





- **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
- **Online 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.

Exploitation

Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

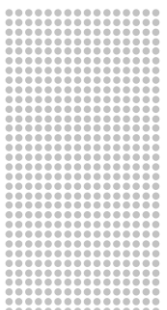
Our staff are aware that there are several types of child exploitation, including, but not limited to:

- **Child Sexual Exploitation (CSE):** this is a type of sexual abuse where children are sexually exploited for money, power, or status. It can involve contact and non-contact activities and can occur without the child's immediate recognition; this is due to their grooming by the abuser.
- **Child Labour Exploitation:** this involves the use of children in work that is harmful to their physical and mental development. It deprives them of their childhood, potential, and dignity.
- **Child Trafficking:** children are recruited, moved, or transported and then exploited, forced to work, or sold. They are often used for forced labour, sexual exploitation, or illegal activities.
- **Child Criminal Exploitation (CCE):** this is where children are involved in activities of a criminal nature, often in gangs. They may be forced or manipulated into committing crimes, such as selling drugs or stealing.

Safeguarding Issues and Specific Forms of Abuse

All our staff understand that children can be at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), drug taking and/or alcohol misuse, criminal exploitation, child sexual exploitation, serious youth violence, county lines, radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) and can put children in danger.

To develop understanding, Merton Music Foundation will access resources from specialist services such as [Centre of Expertise on Child Sexual Abuse](#) as they have introduced resources to help education professionals identify and respond to





concerns of child sexual abuse and abusive behaviours and [The Children's Society and Home Office - Preventing Child Sexual Exploitation](#)

Staff are aware that [Extra Familial Harms](#) can present online, in a child's environment/neighbourhood, school and any place/space that children occupy or access such as:

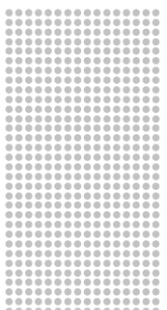
- Child Abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalization
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- FGM and the mandatory reporting duty for teachers
- Forced marriage.

MMF will use the guidance of the MSCP to help learners who may have been / are being exploited and are at risk of exploitation. We understand Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Schools and other contexts such as MMF, can access support and guidance from Merton Local Authority and work to Contextualised Safeguarding information which includes:

- [Exploitation Language Guide](#)
- [Contextual Safeguarding Strategy](#)
- [Contextual Safeguarding Strategy Action Plan](#)
- Visit the [Contextual Safeguarding Network website](#)
- Merton Strategy on [Merton Joint Protocol for the Assessment of Housing and Support Needs of Homeless 16-17 Year Olds](#)

Child-on-Child Abuse

At MMF, we know that children can cause harm to other children. We have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that **"it could happen here."** Our staff are aware that even if no reports are being made in our context, it does not mean it is not happening.





Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or suggested to be jovial or part of growing up as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people. Child-on-child abuse is most likely to include, but may not be limited to:

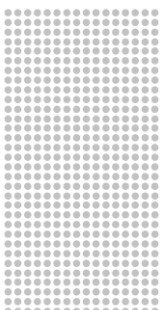
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting 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
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships. **MMF works with statutory services that help to identify where domestic abuse may/has taken place and will support learners where domestic abuse has had an effect.**

Our staff understand that these experiences can have a detrimental and long-term impact on children’s health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Our staff are aware that domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity,





socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident to domestic abuse. Whilst MMF's DSL will not typically be notified when the police have responded to a domestic abuse incident, we will liaise proactively with schools and request that relevant information in this regard is shared with us.

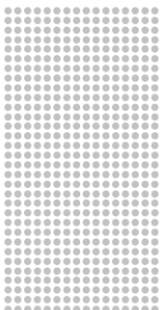
When we at MMF are concerned about the amount of police notifications or disclosures of domestic abuse we will consider seeking further advice.

This may include contact with:

- Merton has a confidential drop-in service for people experiencing domestic abuse. It's held every Monday between 9.30am -12.00 noon (except bank holiday Mondays) at Morden Baptist Church, Crown Lane, Morden, SM4 5BL. You can call the Domestic Abuse IDVA service on 020 7801 1777. This service can also be accessed by those experiencing domestic abuse and MMF may also signpost you to this service. The school can also call the IDVA service and ask for advice.
- Consultation and / or [Referral to Adult Social Care](#)
- Consultation and / or Referral to Children and Families Hub
- Completing an Early Help Assessment
- or [DASH](#) to support the family.

Further information can be found at: [What is domestic abuse?](#)

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Homepage - National Domestic Abuse Helpline provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.





Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children From Domestic Abuse](#) | NSPCC
- [What is domestic abuse?](#) - Refuge
- [Safe Young Lives](#) | Young people & domestic abuse - SafeLives
- [Domestic abuse: specialist sources of support](#) - GOV.UK
- [Home : Operation Encompass](#)

Female Genital Mutilation (FGM)

Keeping Children Safe in Education (2025) explains that FGM includes ‘*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*’

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as ‘female genital cutting,’ ‘circumcision’ or ‘initiation.’

Our staff are aware of the mandatory reporting duty of teachers and the requirement to immediately contact the Police if they:

- are informed by a girl under 18 that an act of FGM has been carried out on her, and/or they:
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth).

The duty for teachers above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, teachers know they must report to the DSL who will follow local safeguarding procedures.

Our members of staff who are not teachers, are aware that if they suspect a child is at risk or that FGM has been carried out, they should report this to the DSL immediately.

Further information:

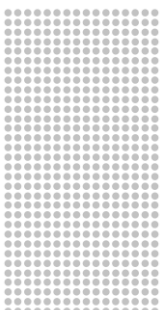
[Female genital mutilation](#)


[MSCP Female Genital Mutilation Multi-agency Strategy 2024](#)

Prevent and concerns about extremism


MMF is aware of the duty of specified public bodies, including schools, under section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of our functions, to have “*due regard to the need to prevent people from becoming terrorists or supporting terrorism*” (known as the Prevent duty).

We recognise the Prevent duty as one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised [Prevent duty guidance: England and](#)





[Wales \(2023\)](#) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.



Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- 1) negate or destroy the fundamental rights and freedoms of others; or
- 2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- 3) intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and make a referral to Children's Services.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

[National Prevent Referral Form](#)

[London Borough of Merton :Guidance for Working with Children and Young People who are vulnerable to the messages of Radicalisation and Extremism](#)

Concerns about Mental Health

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing mental health or be at risk of developing one.

If a staff member has a concern about a child's mental health, no matter the level of the child's emotional difficulties, they must speak to the school's DSL who will evaluate if the child is at risk of immediate harm, and if so, will escalate to the appropriate level of support which includes speaking to the Senior Leader with responsibility for Mental Health.



What all staff need to do to respond if abuse, neglect and exploitation is suspected or been disclosed.

At MMF we adopt a whole-service approach and **safeguarding is everyone's responsibility**. Staff and volunteers, and governors must comply with our safeguarding procedures as set out below:

Concerns about child-on-child abuse

In most circumstances, incidents of pupils hurting other pupils will be dealt with under our behaviour policy and practices. Our safeguarding and child protection policy will apply to all incidents that raise safeguarding concerns where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a pupil makes an allegation of abuse against another pupil it should be reported to the DSL of the school in which the incident took place who will take lead on the situation as per their role and in line with KCSiE 2025 page 171 (below) and dual-reported MMF's DSL. If the incident occurs in a music centre setting, it should be reported to MMF's DSL who will take lead on the situation in line with KCSiE 2025:

- if the incident is a criminal offence school have a duty to report this and thereafter work closely with the Police (and other agencies as required) while protecting children and/or taking any measures to manage risk. For incidences which involve significant harm and/or a potential criminal offence, the DSL will endeavour to gain consent but may override this should not gaining consent increase the risk to a child
- our DSLs are committed to ensuring that where concerns are raised about child-on-child abuse, incidences are taken seriously and dealt with fairly. DSLs will consider all information available to them and ensure that any action or decision is proportionate for all children involved, and that such decisions do not disproportionately impact on their access to education, although at times some restrictions or adaptations may be required to manage identified risk.

Creating a culture where children feel safe at MMF and minimising the risk of all forms of abuse.

We recognise the importance of taking proactive action to minimise the risk of any form of abuse, neglect and exploitation irrespective of from whom and where this comes from, including child-on-child abuse. Creating a supportive environment where children can feel confident in reporting incidents is key to our safeguarding culture in Merton Music Foundation.



We expect all staff to:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- support pupils to learn about appropriate behaviour and consent
- ensure pupils are able to easily and confidently report abuse using our reporting systems, including directly to members of staff and 'Safeguarding Champions' at concerts/events and via safeguarding@mmf.org.uk
- reassure victims that they are being taken seriously
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems in the Foundation or elsewhere that could be addressed by us updating policies and/or processes, or could reflect wider issues in the local area that should be shared with our safeguarding partners
- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, and alleged perpetrator(s) and any witnesses are not bullied or harassed
- consider intra-familial harms (adults close to the child and family) and any necessary support for siblings following a report of sexual violence and/or harassment.

If a child makes a disclosure to a member of staff or volunteer

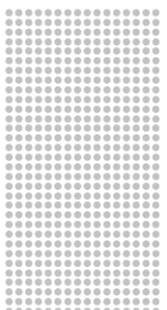
All staff are aware they should always be prepared as children can disclose spontaneously to anyone anywhere.

We listen to children by:

- showing patience regardless of a child's age as we know they can find it hard to find the words to express themselves
- encouraging children to tell their story in their own words
- avoiding the use of leading questions or suggesting what may have happened, instead we maintain genuine curiosity, and only ask open-ended questions / prompts.

We reassure children by:

- making sure a child does not feel they are in trouble and that they have done the right thing in speaking to staff
- we let a child know it is not their fault as children are often made to feel blame by those harming them
- never promising confidentiality and being transparent about our obligations to share information if we are concerned that they are at risk of harm
- helping children to understand how we plan to support them and their family and let them know what action we will need to take next to support them.





Recording concerns

Our staff know that reporting concerns is a procedural requirement when safeguarding and promoting the welfare of children. Our staff are clear that they must:

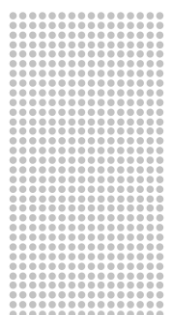
- record all conversations relating to any level of concerns on our recording systems; ensuring that the record is as detailed as possible, is factual, does not contain assumptions or personal judgement and captures the child's account in their own words
- inform the DSL (of the school, if applicable, and also MMF's DSL) about their concern as soon as possible; where the concern involves a disclosure or concern that the child is at risk of harm they must inform the DSL (of the school, if in a school setting) immediately and follow up by dual-reporting to MMF's DSL, or inform MMF's DSL immediately, if working in a music centre or as part of another MMF-led venue/activity.
- Contact: safeguarding@mmf.org.uk with all and any concerns and **dual report to the school's DSL, if they are working in a school context.**

What staff should do if they have concerns about a child

[What to do if you're worried a child is being abused Advice for practitioners](#)

MMF is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their personal experiences at home, in the community, online or regarding a member of staff or other children in our Music Centres and throughout our wider provision. As outlined above, all our staff are clear on the importance of listening to and supporting children when making disclosures, and the need to reassure them.

Any member of staff, including supply tutors, teachers, contract workers, volunteers, trustees and visitors at MMF who has any concerns about a child's welfare should:

- maintain an attitude of '**it could happen here**' where safeguarding is concerned and always act in the best interests of the child. Never promise a child confidentiality
 - reassure the child they have done nothing wrong and if appropriate explain to them how they will be supported and who you will need to share information with
 - record what the child or others have disclosed using their language - or describe what you have seen or suspect and your rationale for this. Also ensure you make a note of any injuries observed or described by the child (*if it is the latter two*)
 - consider if the child needs medical attention and if so, prioritise ensuring they receive this
 - you must never delay reporting your concerns about the welfare of a child and always act immediately by reporting/speaking to the school's (if applicable) and MMF's DSL/deputies
- 

- record what the child or other has disclosed in their language or describe what you have seen or suspect and your rationale for this (*if it is the latter two*)

What will the Merton Authority Children and Families Hub do?

Where MMF/schools make a request for service; within one working day of a referral being made, a social worker should acknowledge its receipt to the school's DSL and make a decision about the next steps and the type of response that is required.

<https://www.merton.gov.uk/social-care/children-young-people-and-families/safeguarding-children>

Risk management and safety planning

The DSL, with support from deputy DSL, will take the lead role in managing any proposed risk and will provide support at the same time, but it is everyone's responsibility to uphold the standards within the Foundation to maintain a safe environment. Risk management strategies can be put in place while other investigations are going on, e.g. by the Police. Although another agency such as the Police or Children and Families Hub maybe / are or have investigated an incident, it is our duty here at MMF to ensure we identify and implement our own assessment and management of the concerns, informed by the needs of our context and the children we care for and reflect the advice and outcomes of external agency's actions. This is to ensure that all children and staff are supported and always protected. We will consider these matters on a case-by-case basis.

Online Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, MMF aims to:

- have robust processes (including [filtering and monitoring systems](#)) in place to ensure the online safety of pupils, staff, volunteers and trustees
- protect and educate our learning community to be safe and responsibly use technology, including mobile and smart technology
- set clear guidelines for the use of mobile phones
- establish clear mechanisms to identify, intervene in, and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2025:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as 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

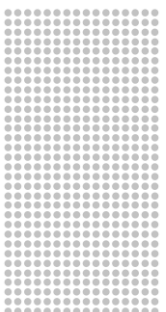
Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If we feel our learners or staff are at risk, we will report it to the Anti-Phishing Working Group

(<https://apwg.org/>)

To meet our aims and address the risks above, we will support schools in educating pupils about online safety.

For example:

- the safe use of social media, the internet and technology
- [UK Council for Internet Safety \(UKCIS\).guidance: Education for a connected world](#)
- [UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- keeping personal information private
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support
- how to recognise unacceptable behaviour online
- ensuring children know not to meet up with a person they have met online without a safe adult
- how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- [Public Health England: Every Mind Matters](#)
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#)
- [National Crime Agency's CEOP Education Programme](#): Protecting children and young people from online child sexual abuse through education
- Provision of education via remote learning will comply with governmental advice [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#)
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.





- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help.
- review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly; this includes using a self-assessment tool '[plan technology for your school service](#)' to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them

We will also:

- train staff, as part of their induction, on how to keep themselves safe online as well as children, in line with our IT and Online Learning policies.
www.mmf.org.uk/policies

Artificial Intelligence (AI)

[Generative AI: product safety expectations to support](#)

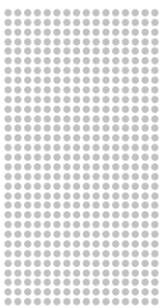
Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/guardians may be familiar with generative chatbots such as ChatGPT and Google Gemini.

MMF recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

MMF will treat any use of AI to access harmful content or bully pupils in line with this policy and other relevant policies.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the Foundation. MMF and its Safeguarding Team will be familiar with DFE guidance [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. The DSL will share information with staff to raise awareness of Generative AI and how to help to keep learners safe online

Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2025. MMF will mirror [Meeting Digital and Technology Standards in Schools and Colleges](#) and this includes guidance on e-security from the National Education Network and working to meet the Cyber security standards for schools and colleges which will help to improve our resilience against cyber-attacks.





Managing Safeguarding Concerns or Allegations Made About Staff, Including Supply Teachers, Volunteers and Contractors



Merton Local Authority : [Allegations Against Staff or Volunteers](#)

This section should be read in conjunction with MMF's Safeguarding Concerns About Staff Policy Overview.

Section 11 of the 2004 Children's Act places an expectation on schools to have a clear policy in line with the BSCP Child Protection & Safeguarding procedures for dealing with allegations against staff who work with children. Merton Music Foundation mirrors this requirement in its safeguarding practice. All staff, tutors and volunteers working for or on behalf of the Foundation will be considered to be in either a position of trust or working with children.

A 'position of trust' is one in which a teacher, tutor or other member of staff/volunteer is in a position of power or influence over a child, by virtue of the work or nature of activity being undertaken. [The Sexual Offences Act 2003 \(ss.16-24\)](#) and/or [Crown Prosecution Service Website](#) sets out detailed definitions and a range of criminal offences associated with abuse of such a position.

A person aged 18 or over is said to be in a position of trust in relation to students at a school/college if they:

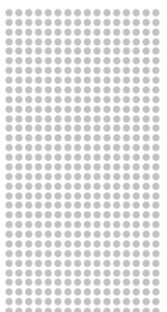
- look after children at the school/college. "Looking after" is defined as regularly involved in caring for, training, supervising or being in sole charge of such persons
- a professional who has power and authority in a child's life and may have a key influence on their future is regarded as being in a 'position of trust'
- such a person will have regular contact with the child and may be acting in loco parentis.

The Police, Crime, Sentences and Court Act (August 2022) extended the roles which fall into the definition of 'Position of Trust' within the Sexual Offences Act (2003). The new legislation makes it an offence for anyone who coaches, teaches, trains, supervises or instructs a child under 18, on a regular basis, in a sport or a religion to engage in inappropriate relationships with those children/young people.

On receipt of any information which raises a concern about any of our staff, the Chief Executive, or Chair of Trustees, will consider whether the information suggests it is the following:

Allegation is a claim or assertion that someone has done something illegal or wrong, typically one made without proof. The threshold for an allegation that is considered by the LADO is wider than those in which there is reasonable cause to suspect a child is suffering, or likely to suffer, harm. The LADO threshold is, in respect of all people working or volunteering with children in a position of trust, where they have:

- behaved in a way that has harmed a child, or may have harmed a child





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

Any information or concern which meets the above threshold should be referred to the LADO service prior to the school taking any action.

Concern about the Quality of Care/Practice is an accusation, not of a child protection nature, that the care/practice provided to a child does not meet the standards expected and is about the level of value provided by any care/practice resource, as determined by some measurement. As with quality in other fields, it is an assessment of whether something is good enough and whether it is suitable for its purpose.

These types of concerns should be addressed internally using performance management processes.

Complaint is a statement that something is unsatisfactory or unacceptable. A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought.' A complaint therefore can be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action.'

These issues must be addressed through internal complaints policy and procedures.

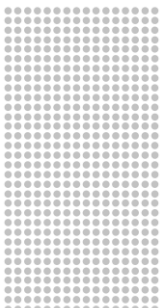
When concerns/allegations meet the harm threshold we are required to comply with both Part Four of KCSiE and also Merton Safeguarding Children Partnership procedures manual section: [Allegations Against Staff or Volunteers](#)

All staff, tutors and volunteers at Merton Music Foundation are required to immediately report any level of concerns about behaviour and/or conduct of adult working/volunteering with children towards a child to leadership and management. This includes reporting adults who are delivering special projects/leasing MMF facilities.

What happens next

The Chief Executive/Chair of Trustees may undertake initial inquiries to gather key information. They will assess whether the allegation meets the LADO threshold, if it does they will make a referral to LADO giving consideration to our staff code of conduct, managing allegations policy and [MSCP Allegations Against Staff or Volunteers procedures. If necessary, they will compete a LADO referral within one working day.](#)

If the allegation does not meet the harm threshold for LADO, our Chief Executive/Chair of Trustees will follow the Foundation's Low Level Concerns policy.





Role of LADO

- **Case management** - oversee the process and ensure it is working, not to investigate.
- **Consultation** - provide advice and guidance to employers and voluntary organisations.
- **Monitoring** - the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.
- **Liaison** - with the Police, Children's Services and other partner agencies (managers of the subject of allegation).

Concerns that DO NOT meet the harm threshold - Low-Level Concerns (LLC*)

Schools must have a policy in place which outlines the relevant processes and procedures for dealing with concerns raised to them that do not meet the LADO threshold, these concerns are referred to as low-level concerns. Merton Music Foundation mirrors this practice in its Safeguarding processes.

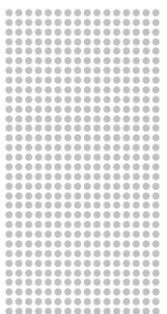
The term low-level does not seek to minimise the seriousness of any concerns, the term low-level indicates that it is a concern that is lower than the LADO threshold, but they are still practice concerns that need to be considered with a safeguarding lens and require suitable action through internal procedures of the Foundation. It is important these are managed robustly as a repeated low-level concern or a pattern of concerns which may not meet the LADO threshold individually may together indicate a concern about the person's suitability and potential risk to children in the capacity of their role.

At MMF, leadership manage LLC* using our internal due process, if we consider a member of staff has breached our code of conduct, depending on the seriousness and impact on a child, we will also liaise with appropriate human resource services:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level safeguarding concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping identify any weakness in the Foundation's safeguarding system.

Our low-level concerns policy is a reflection and extension of the Foundation's wider relevant staff behaviour guidance and code of conduct.

If we are uncertain of threshold criteria for either LADO referral or LLC we consult with our trustees, including the Link Trustee for Safeguarding and the LADO. At MMF we have clear codes of conduct and processes in place to deal with any concerns or allegations which do not meet the LADO threshold. Such concerns may arise from suspicion, complaint, safeguarding concerns, or allegation from another





member of staff, disclosure made by a child, parent or another outside of the Foundation or pre-employment vetting checks.

Safer Recruitment



MMF operates safer recruitment procedures that includes statutory checks on staff suitability to work with children². Disqualification under the Childcare Act 2006 still applies to staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school.

An enhanced DBS check is carried out for all new staff and tutors, who all have a responsibility to inform the Chief Executive if their circumstances change whilst employed / contracted by Merton Music Foundation. This statement is in the Staff Code of Conduct, which all staff have signed and agreed to adhere to.

As part of our background checks we will conduct an online search for shortlisted candidates before a confirmed offer of work is made, and we will inform all shortlisted candidates about this.

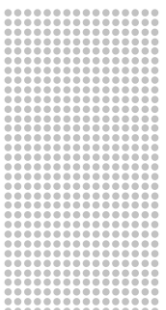
All members of staff are trained in and receive regular updates in online safety.

All staff and trustees have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The name of the Designated Safeguarding Lead and deputy(s) are clearly advertised within the Foundation with a statement explaining the our role in referring and monitoring cases of suspected harm and abuse.

Please refer to MMF's Recruitment Process and Safer Recruitment Policy Summary www.mmf.org.uk/policies

² Para 319 KCSIE 2025: Schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school. Using GOV.UK schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, but they can if they chose to. MMF replicates this practice in appointing its Trustees alongside other relevant checks for directors of a company, such as insolvency searches and Company Director Disqualification checks.





After-school clubs, community activities and tuition: safeguarding guidance for providers

[Out-of-school settings: safeguarding guidance for providers - GOV.UK](#)



Merton Music Foundation operates out of school activities in a number of school settings in the London Borough of Merton and as such, is guided by safeguarding guidance for providers.

Schools have a legal duty of care to ensure they maintain a safe environment for children. If an allegation or concern relating to an incident that has happened when MMF is using a school's premises, we will ensure that we notify the school and work with them to follow their own safeguarding and child protection procedures, which includes reporting allegations to the LADO, Children's Social Care and Police if a crime has been committed.

It is the role of the hiring school's governing body to ensure any organisation that hires the school premises, such as MMF, is compliant with the guidance set out in [Out-of-school settings: safeguarding guidance for providers - GOV.UK](#). MMF commits to cooperating fully with all school contexts with which it has a hire/lease arrangement in this regard.

Other complaints

If any of our stakeholders are not satisfied with any aspects of how we implement and comply with safeguarding policies and procedures, our Complaints Policy can be found on our school website at: www.mmf.org.uk/policies

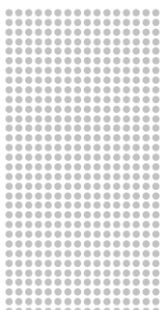
Whistleblowing

At MMF we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the Foundation's safeguarding practice and arrangements so they can be addressed appropriately.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Foundation's safeguarding procedures and arrangements.

Examples where Whistleblowing may apply:

- pupil's or staff member's health and safety are being put in danger
- failure to comply with a legal obligation or statutory requirement
- attempts to cover up the above, or any other wrongdoing that is in the public interest
- do not delay. Your concerns should be taken seriously and investigated, and your confidentiality respected





- you should report your concern to the Chief Executive/other member of staff on the SLT, and if concerns are about the Chief Executive, report to the Chair of Trustees

If, for any reason, there are difficulties with following the above procedure, you can whistle blow directly to Children's Services and/or the Police on 999, or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

Record Keeping

Merton Music Foundation will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached, and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/access them.

Safeguarding records relating to an individual child will be retained for the student until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022).

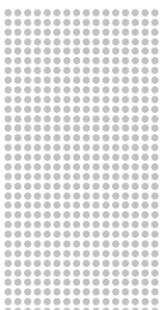
Safeguarding records which contain information about allegations of sexual abuse were being retained for the [Independent Inquiry into Child Sexual Abuse \(IICSA\)](#). The recommendations from the inquiry have stated:

[Recommendation 17](#): Access to records The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

Merton Music Foundation will follow the Recommendation 17.

Receiving in and transferring pupil records to other education provision

If a child for whom MMF has, or has had, safeguarding concerns moves to another school, MMF will support the DSL of the child's original school in their responsibility to ensure that the child's safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.



(NB: To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

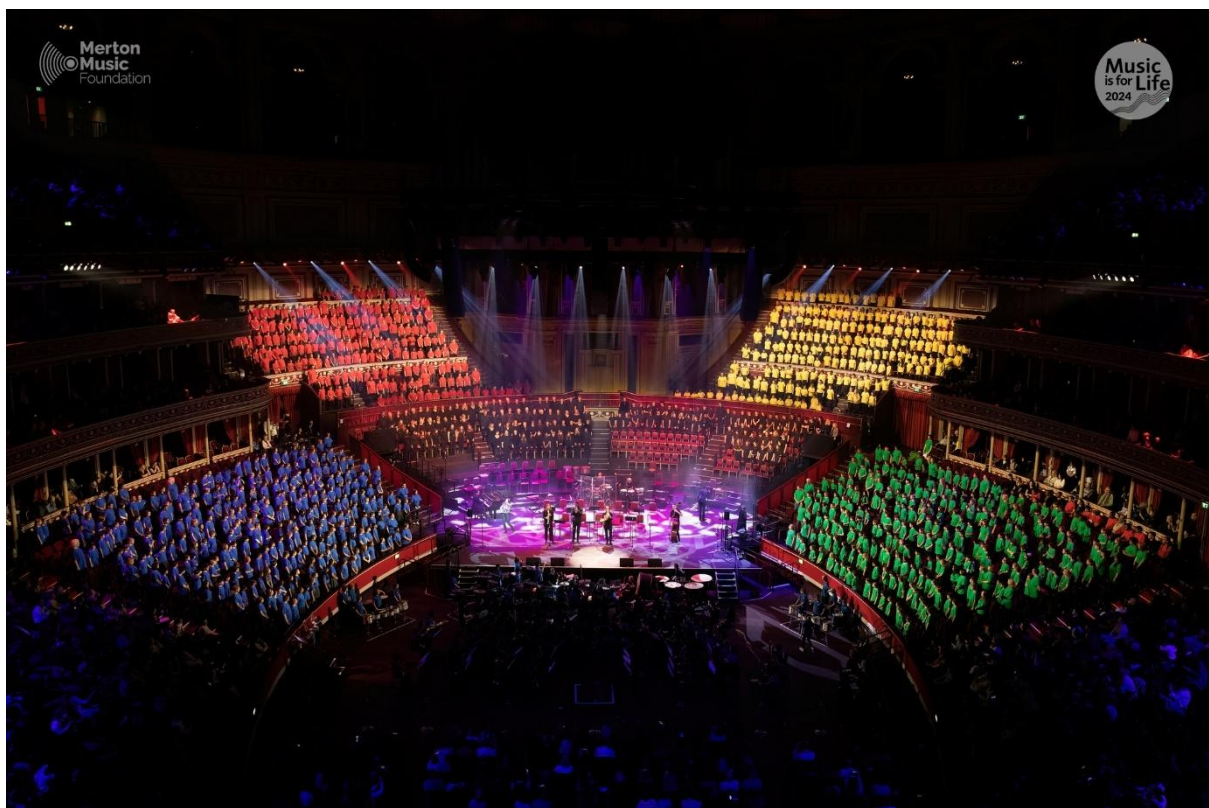
In addition, if the concerns are significant or complex, and/or social services are involved, the original school's DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child).

Merton Music Foundation will support schools in relation to these processes wherever possible.

Retention, archiving and destruction of records

For records that are not transferred to another school/context, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we will obtain written assurance from any providers of electronic recording systems that all records are maintained securely which includes any archived records.



Appendices

A flowchart setting out the actions taken where there are concerns about a child

Figure 1

