ACADEMY
OF ST MARTIN IN THE FIELDS

Safeguarding Children

23 June 2025

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DEFINITIONS

Children / young people – these terms are used interchangeably in this document to refer to individuals under the age of 18 years.

ASMF personnel - refers to all adults who represent the Academy of St Martin in the Fields including: office staff, management, freelance musicians / project staff / animateurs and workshop leaders, trainees and volunteers (e.g. office staff and student musicians), and board members.

POLICY STATEMENT

Our Commitment

The Academy of St Martin in the Fields (ASMF) acknowledges its responsibility to safeguard and promote the welfare of children and is committed to ensuring that its safeguarding practice reflects statutory responsibilities, the guidance of young people's services and the government.

The orchestra produces an enriching and dynamic Social Purpose programme that includes work with young people. Fundamental to our commitment to provide high-quality orchestral and performance experiences that enable young people's musicality to thrive is our ability to provide a safe environment where children and ASMF personnel feel secure, valued and listened to.

This policy statement recognises that the welfare and interests of children are paramount. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socioeconomic background, all children:

- have a positive, creative and enjoyable experience whilst on projects with ASMF in a safe and child-centred environment;

- are protected from abuse and harm whilst participating in any ASMF activities.

ASMF will safeguard the children involved in its projects by:

- promoting and prioritising the safety and wellbeing of children and young people

- ensuring all personnel understand their roles and responsibilities

- ensure all personnel and participants know the identity of the Designated Person/Child Protection Officer on that project and therefore who they should report concerns, incidents and disclosures to.

- be open about and help others to understand our safeguarding procedures by making available upon request our child protection documents to the community, including young people, parents, carers, schools, venues and youth organisations.

- ensure personnel and children are provided with required levels of supervision, and adults working on projects are DBS certified as instructed by the Disclosure and Barring Service.

- ensure appropriate and swift action is taken in the event of incidents/reports of abuse, and that the individual/s concerned understand that their report is being taken seriously. We will ensure that the individual/s receive support and explain clearly the next steps of action (see action plan and procedures).

- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored

- prevent the employment / deployment of unsuitable individuals

- ensure that a robust safeguarding action plan and procedures are in operation.

ASMF regularly employs some of the finest and most professional musicians and educators in the world and recognises its responsibility to care for and protect its personnel. In any project, all parties involved share a culture of trust and mutual respect based on their expertise, conduct, and a common enthusiasm for music. Malicious and false statements can arise. Therefore ASMF will fulfil its responsibility to its personnel by ensuring that:

- within this document there are guidelines in place for safe working practices, and ensuring that personnel receive a copy of this document;

- personnel recognise and accept their responsibility in creating a safe learning and teaching environment;

- all personnel are aware of the issues that cause children harm;

- all personnel understand their obligation to report concerns, disclosures and incidences of harm to their Designated Person and or Child Protection Officer.

In turn our personnel are required to read and adhere to the procedures outlined in this document before participating in an ASMF education project.

Monitoring of policy, action plan and procedures

ASMF's Child Protection documents and practices will be reviewed every year, or in the following circumstances:

- changes in legislation and/or government guidance

-as required by the government, Local Safeguarding Children Board, Association of British Orchestras, Local Authorities or children's' services

- as a result of any other significant change or event.

The next date for review is 23 June 2026.

Signed:

Callum Given

Position: Head of Social Purpose

Date reviewed: 23/06/2025

PROCEDURES

"the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play." **Working together to safeguard children (HM Government 2013)**

As a provider of musical learning activities for children, ASMF has a duty of care to the young people and communities we work with, as well as our personnel. This document discusses the following areas of safeguarding, including the procedures personnel and management must adhere to in order to ensure a safe learning environment for all participating in an ASMF project.

1. Legislation
2. Forms of harm
3. Recognising abuse
4. Responding to signs of abuse
5. Code of practice
6. Other relevant information

1. Legislation

According to **The Children Act (1989 and 2004)**, English law states that individuals who work with children have a duty to keep them safe; further guidance from the government can be found in **'Working together to Safeguard Children' (2013)**. The UK is also a signatory of the United Nations' **Convention on the Rights of the Child**, which details the rights of children to keep them free from harm.

In its working practices ASMF employs individuals for work on projects involving children in line with the instructions of **Disclosure and Barring Service**.

2. Forms of harm

The NSPCC defines child abuse:

"Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse."

The definition of abuse also includes inflicting and failing to act to prevent harm. Children may experience abuse as a result of a) another individual (adult or child) b) an institution, community setting or organisation known to them or others (including the internet).

The descriptions for forms of abuse below have been adapted from 'Working Together to Safeguard Children' (2013) HM Government.

Physical abuse

- Hitting, shaking, throwing, poisoning burning or scalding, drowning, suffocating or otherwise causing harm to a child.
- When a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (i.e. Munchausen Syndrome by proxy).
- Physical abuse through omission or failure to act to protect

Emotional abuse

- Persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. Emotional abuse can include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction (including bullying and social exclusion by an adult or another child).
- Seeing or hearing the ill-treatment of another, witnessing drug and alcohol misuse or the mental illness of a parent or carer, and serious bullying (including cyber bullying and violence at home).
- Causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Sexual abuse

- 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.

- Physical contact, including assault by penetration (including rape or oral sex), or non-penetrative acts (including 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 (including via the internet).
- Perpetrators can include adult males, adult females, and other children.

Neglect
- 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. It may involve a parent or a carer failing to provide adequate food, shelter and clothing, leaving a child home alone or in the care of an inappropriate care-giver, or the failure to ensure that a child gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Neglect may occur during pregnancy or once the child is born.

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you. Abuse is always wrong and it is never the young person's fault." **NSPCC**

3. Recognising abuse

There are a number of ways a member of personnel may have their suspicions or concerns raised as to abuse taking place, including:

- the conduct of an adult connected to a project (parent, carer, teacher, non-ASMF personnel member, ASMF personnel or another adult)
- a child 'disclosing' physical, emotional, sexual abuse or neglect
- evidence of harm
- unusual behaviour by a child

Below is a detailed list of signs which may or may not be indicators that abuse has taken place, but the possibility should be considered.

Physical abuse
Signs may include:
- Any injuries not consistent with the explanation given for them

- Injuries in places which aren't normally exposed to falls or games
- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks
- Broken bones
- Scalds
- Injuries which have not received medical attention
-Neglect –under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- Repeated urinary infections or unexplained stomach pains

Changes in behaviour which can also indicate physical abuse:
- Fear of parents being approached for an explanation
-Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, or wearing winter clothing in hot weather
- depression
- withdrawn behaviour
- running away from home

Emotional signs of abuse
Signs may include:
- A failure to thrive or grow particularly if a child puts on weight in other circumstances e.g. in hospital or away from their parents' or guardians' care
- sudden speech disorders
-persistent tiredness
- Development delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:
- obsessions or phobias
- sudden under-achievement or lack of concentration
- inappropriate relationships with peers and/or adults
- being unable to play
- attention seeking behaviour
- fear of making mistakes
- self-harm
- fear of parent being approached regarding their behaviour

Sexual abuse
The physical signs of abuse may include:
- Pain or itching in the genital/anal area
- bruising or bleeding near genital/anal areas

- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:
- sudden or unexplained changes in behaviour e.g. becoming withdrawn or aggressive
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as over-eating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way with adults

Neglect
Signs may include:
- constant hunger, sometimes stealing food from other children
- Constantly dirty or smelly
- loss of weight or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:
- complaining of being tired all the time
- not requesting medical assistance and /or failing to attend appointments
- Having few friends
- mentioning being left alone or unsupervised

4. Responding to signs of abuse

General
- stay calm
- remember that the safety of the child is paramount

Following suspicions

The guidelines for ASMF personnel suspicious of abuse are as follows:

- if you see or suspect abuse of a child, make the Designated Person or Child Protection Officer with legal responsibilities aware of the problem immediately
- make a note of what you have witnessed for ASMF records, along with the response, in case there should be any consequences in which you may be involved (see incident form). Do not investigate or take matters into your own hands.

Responding to a disclosure

If a child discloses information of abuse, ASMF personnel should:

- remain calm and approachable and show no judgement
- listen to what is said. Allow the child / young person to speak without interruption, making it clear that you are taking them seriously.
- do not deter children from making a disclosure of abuse for fear of not being believed, and to listen to what they have to say.
- ask for clarification where it's needed but do not ask for more information than is necessary or suggest a particular answer.
- as early as possible inform the child that you will need to share the information with others who are in a position to help them. Do not promise to keep secrets.
- assure them that the problem will remain confidential, and that the child has done the right thing by telling you.
- Tell the child what you will do next and who you will share the information with.
- Record in writing what was said, using the child's own words as soon as possible. The report should be a factual report based on evidence and not on any assumptions or opinion unless clearly stated that this is so.
- Do not confront the alleged abuser
- Remember that you have a responsibility to report the disclosure or concern, even if the situation is overwhelming
- Do not disturb or destroy possible forensic evidence

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional agencies and authorities, following a referral from the Child Protection Officer.

Reporting a disclosure or concern

When a child discloses information or abuse, the ASMF personnel should:

- immediately inform your Child Protection Officer (if on the project) or Designated Person about the disclosure. Delay could compromise the welfare of the child.

- if not done already, make a report immediately comprising the actual words voiced by the child.
- give a copy of the report to the Designated Person / Child Protection Officer who will refer it onto the appropriate organisations and or authorities
- never pass on any of the information to any third party other than those who should be involved. The report should remain confidential at all times
- never speak to the person(s) against whom an allegation has been made, or put the child in danger, or put anyone at risk of further compromise.

If your concern regards the conduct of another member of personnel you should:

- remember you as an individual, as well as a representative of ASMF, have a responsibility to the welfare of children
- report the concern to the Child Protection Officer (if on the project) or Designated Person who will create a record of the concern with you. Your concern will be listened to in good faith and in confidence (NB your identity may be shared with the authorities should they need to be involved).

The Designated Person will refer to the Child Protection Officer. The Child Protection Officer will refer the concern to the authorities and senior management as is appropriate and will keep a written record of the concern on file. The concern will be raised with the member of personnel concerned and they will be informed as to the action that will be taken. Your identity will remain anonymous, unless the matter should proceed to court.

If you are concerned about the behaviour of a child towards you or you feel a young person is relating to you in an inappropriate way you should:

- speak to Designated Person / Child Protection Officer about your concerns immediately so that action can be taken, and both you and the child can be protected.

The Child Protection Office and Designated Person

ASMF's Child Protection Officer is Callum Given, Head of Social Purpose. All incidences, suspicions and disclosures must be reported to them and they will liaise with the authorities using the information reported.
Contact: callumgiven@asmf.org

The Designated Person is the workshop leader / animateur or project manager. Players will be notified on the master schedule.

The Child Protection Officer receives regular training and notifications from the Musician's Union, NSPCC and the Disclosure and Barring Service in order to keep up-to-date with Child Protection procedures.

When the Child Protection Officer is not present for a project, all concerns, disclosures and allegations must be communicated to her at the earliest opportunity, but in the first instance may be shared with the project's Designated Person (who will pass on your report). Personnel will be informed as to the identity of the Designated Person (e.g. the project manager) via their schedules.

The role of the Designated Person is to:

- be the first point of contact for reporting allegations, disclosures and concerns of abuse
- receive information from ASMF personnel, children or parents who have concerns, and record this and ensure they have recorded the details (see incident report template for details to record)
- to pass on reports to the Child Protection Officer

The role of the Child Protection Officer is to:
- make a formal referral to the appropriate authorities and senior management
- act as a source of advice, support and knowledge within the organisation
- ensure that all ASMF personnel are aware of and have access to this document
- ensure that the policy is updated when necessary
- ensure that accurate and secure written records of referrals are kept
- keep a record of all contact details of all authorities so they can be contacted should any suspicion, allegation or referral occur.

It is not the role of the Designated Person or Child Protection Officer to decide whether a child has been abused or not; this is the task of the relevant authorities. However, it is everybody's responsibility to ensure that concerns are shared and appropriate action taken.

5. Code of practice

To ensure we protect and safeguard the children in our care to the best of our ability, all personnel must adhere to the working practices listed below. These practices apply both to in-person and online working.

Physical contact
Physical contact should not be initiated and avoided where possible.

- Where possible, instrument technique should be modelled or explained verbally. However, where forms of demonstration have failed and in your professional judgement physical contact is the logical solution, personnel must ensure they gain the child's permission first and that they are working in an open and visible environment (e.g. a room with windows) before making contact.

- If you are working with a child who is disabled, ask them first before initiating any necessary physical contact.

- If a child initiates contact (e.g. a hug) then it is within your professional discretion to decide whether to reciprocate. However if you do, ensure that you are in an open and visible environment with another adult present, and keep the contact to a minimum.

Creating and maintaining a safe teaching and learning environment
As well as adhering to the working practices above regarding physical contact, personnel should ensure the wellbeing of children by implementing the following measures during projects.

- Work in spaces that are well-lit and ensure that the room has windows to communal spaces so the environment can be observed by others (where not possible, teach with the door open.)

- Personnel must not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.

- Personnel should model good practice to children demonstrating that they value and respect the young people as individuals through constructive feedback, fair treatment, support and ensuring project participants have contributed to and influenced creative processes in workshops; this behaviour will exclude shouting, bullying, racism, sexism or sectarianism.

- We recommend that personnel do not lend or give items to children, including money, as this might confuse the nature of your relationship

- Personnel should maintain an emotionally-safe and professional working relationship with project participants. Personnel should not label project participants with medical terms, unless participants do this themselves.

The orchestra management understand that they have a responsibility to ensure their personnel work in appropriate and safe environments with children. This includes ensuring members of personnel work in:

- open / observable spaces (e.g. classrooms with windows)

- pairs, teams or under supervision where possible and certainly where necessary. Staff should avoid circumstances where they are alone with participants.

- environments where the risks to both children and personnel have been assessed prior to a project taking place

- appropriate adult to children ratios, as recommended by the NSPCC.

Training and recruitment
ASMF understands that it is against the law to employ someone or allow them to volunteer to work with children if we know they are barred from working with young people.

ASMF employs personnel for projects that involve children based on the recommendations made by the government via the Disclosure and Barring Service, applying for DBS certificates and checking the barred lists as is necessary for the role (i.e. based on the type, frequency and intensity of the work). Where a DBS certificate is not necessary, the management will assess the risk to the children and personnel involved in the project and take measures to ensure all teach and learn within a safe environment (e.g. ask adults to work in pairs, provide supervision).

All personnel are required as part of their contract to read these Child Protection documents and adhere to their instructions, prior to any project involving children.

The orchestra's management also has a duty to provide appropriate support and skills training to enable personnel to fulfil their role when working with young people on ASMF projects.

Photos and filming
Only personnel appointed to film or photograph projects by ASMF may take films or photos of any project involving children. In these cases, photo permissions must be obtained and adequately recorded for each child being photographed, including permission for young people to withdraw their consent at any time. During in-school projects non-ASMF personnel may film or photograph if they have permission from the children's carers and ASMF. Parents and carers may film and photograph events

involving other people's children where ASMF has gained the consent of parents and carers of participants in advance.

Contact outside of ASMF projects
ASMF does not encourage personnel to have contact with children outside of projects.

- Personnel must not offer a young person a lift; the only exceptions to this rule are a) if the child is a family member of the member of personnel, or b) if written permission has been granted in advance by the child's parent or carer and approved by the management.
- Personnel are not permitted to: have phone contact (text or calls), online or social media correspondence with a child; the only exceptions being the office management who may be in contact for project and care purposes, or in contact through ASMF's official social media accounts. All data will be stored in line with the ASMF's GDPR procedures.

- If a child from a project requests instrumental lessons from a member of personnel, and the musician wishes to teach that young person, they should do the following: declare it to the Head of Social Purpose who will contact the child's parents/carers, confirm that the parents/carers wish to go ahead and put them in contact with the player. No arrangements should be made between child and musician.

- only appointed members of the pastoral team, supervised by the project manager, may escort children between project venues with the parents' or carers' consent.

Your personal social media
ASMF Personnel are representatives of the organisation, so should be aware of what they say and how they say it when online.
- Think about whether your posts are appropriate, in keeping with our values and expectations, and follow our code of conduct.
- Remember that anything you post on social media can easily be shared, even if your account is set to private. And you mustn't add young members under 18 or allow them to follow you on your personal social media accounts, unless you already know them outside of ASMF. You can decide whether to add or follow adult volunteers or parents or carers on your personal accounts.
- If your behaviour online isn't appropriate, ASMF may be required to have a conversation with you about your conduct to find a solution.

Recording incidences

Electronic copies of reports will be retained and stored securely on the ASMF shared drive; the files will be password protected and accessible to the Child Protection Officer and CEO only.

Remember, under the Data Protection Act of 2014 both the alleged victim and alleged abuser have the right to confidentiality, and that an investigation can be compromised through inappropriate information being released. Personnel must keep all facts confidential except where details must be discussed or revealed as part of an investigation to the appropriate authorities.

6. Other relevant information

Contacts and resources

- NSPCC Helpline 0808 800 5000 for advice. Open 24/7 all year round.

- 999 (emergency) / 101 (non-emergency) for the Police

- Children's services:
  Children's Safeguarding Contacts London – London Safeguarding Children Board (londonscb.gov.uk)

- Duty to refer to the **Disclosure and Barring Service**

Sources for the creation of these documents

- NSPCC website **www.nspcc.org.uk**

- Safe Network website **www.safenetwork.org.uk** – managed by the NSPCC and Children England, they are the National Safeguarding Unit for the Third Sector.

- 'Working Together to Safeguard Children' (2013) HM Government.

- 'What to do if you're worried a child is being abused' (2006) HM Government

ACTION PLAN

Ensuring awareness of our Child Protection commitment and procedures

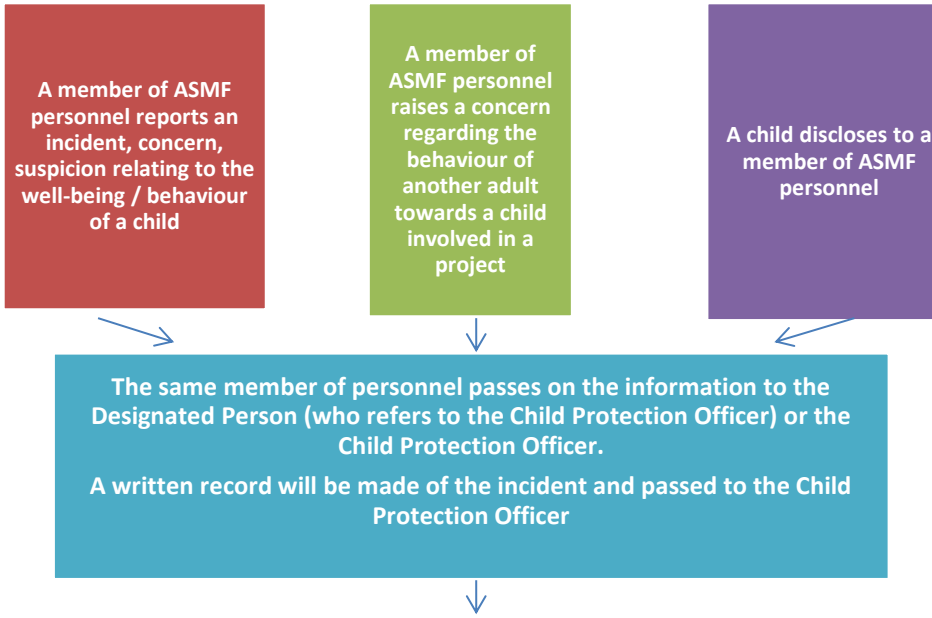
All personnel working on an ASMF project have access to the orchestra's child protection documents. As a condition of work all personnel must adhere to the procedures outlined within this Child Protection document.

Children, parents and carers, schools, youth organisations and other community members are able to review ASMF's Child Protection documents online.

All personnel are informed who their Child Protection Officer is and who their Designated Person is for that project.

All children, parents and carers, schools, youth organisations and community members involved in the project know the identity of the Designated Person /Child Protection Officer who is responsible for all welfare and safeguarding issues during the course of the project.

How concerns / disclosures / allegations will be managed



The Child Protection Officer will share the report with the people and organisations listed below as is relevant and necessary to ensure the welfare of the child. The report will be stored and any information regarding the nature of the incident, identities of those involved will remain confidential where it is legal and in the best interests of the child to do so.

- **CEO**
- **Social services**
- **NSPCC**
- **DIsclosure and Barring Service**
- **Police**
- **School**
- **Parents and carers (if appropraite)**

The member of personnel who made the report will be informed as to the steps that will be taken. Should the report concern another member of ASMF personnel, they too will be informed of the report and the steps that will be taken.

INCIDENT FORM

Date of incident: …… Time:……

Your name: ……

Children and Adults involved (including witnesses):

What was said / done and by whom? Stick to the facts. Indicate which are your own and the child's words.

Name of Designated Person / Child Protection Officer to whom the incident was referred to:

……

Your signature: ……

Date: ..... Time: ……

Contact details should the police or another authority need to follow up your report:

Tel: …… Email ……..

A record of this report will be stored securely, shared with authorities and organisations as is necessary to ensure the welfare of the child but otherwise kept confidential.

TO BE COMPLETED BY THE CHILD PROTECTION OFFICER:

Action taken by the designated person, Child Protection Officer and organisation involved

Any further action taken

If relevant, the reasons for the decision not to refer to a statutory agency