

## M5 External Music Lessons Policy (Safeguarding Alternative Provision)

### Introduction and Context

The Purcell School provides world-class specialist tuition in music to students through the employment of an exceptionally well-qualified and experienced staff. External music lessons are discouraged, as students benefit so much from learning in school. The School supports a small number of students to access the provision offered at junior conservatoire departments on Saturdays.

Occasionally a student may receive instrumental tuition from a specific teacher who is neither employed by the school nor a conservatoire junior department. An example might be where the school does not currently employ a teacher of that instrument, or if a 2<sup>nd</sup> or 3<sup>rd</sup> study 'hobby' is to be continued with a teacher at home at the weekends or in the holidays. Each request must be assessed on its own merits and the school must satisfy itself that it is in the best interest of the student to study with the proposed teacher. In such cases, the school must then satisfy itself that adequate measures are in place to protect the safety and wellbeing of the student.

Where a student has a teacher in school, it is not permitted to have lessons with a second teacher at home or online.

This document is based on the recommendations outlined in *Alternative Provision: The findings from Ofsted's three-year survey of schools' use of off-site alternative provision*, 2016.

Whether the student is accessing provision from another institution or an individual, the duty of care remains with the school:

*'It is the responsibility of the School sending the student to the alternative provider to assess the safety and suitability of the placement at the time.'* (Alternative Provision, Ofsted 2016)

### Organising Alternative Provision for 1<sup>st</sup> Study Lessons

- The School must be satisfied of the educational need and benefit of proposed AP.
- Where the proposed AP is provided by another institution, the School must understand the nature and content of the curriculum offer and must satisfy itself that there is no conflict of interest.
- Where the proposed AP is provided by an individual, the School must first explore the possibility of employing the individual concerned with the intention of lessons taking place on-site. Only if this is impossible, will off-site AP be considered.
- The School must understand the logistical details of the proposed AP including (but not limited to) the frequency of access, the nature of travel arrangements, and the nature of proposed accommodation
- The School must satisfy itself that there will be no conflict of interest or disruption to the student's school commitments and / or routine.
- The School must satisfy itself that the proposed AP will add significant value to the student's development and the curriculum offer / reputation of the School.

### Safeguarding & Health and Safety

Assessing potential risks for students, wherever they are learning, is an important part of safeguarding. Ofsted's safeguarding briefing for inspectors requires section 5 inspections inspectors to consider whether:

*'Leaders and staff make clear risk assessments and respond consistently to protect young babies, children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development'* (Inspecting Safeguarding in Early Years, Education & Skills, Ofsted 2015)

Therefore, for Alternative Provision organised by the School:

- The School must have the opportunity to assess the quality and appropriateness of the proposed teaching accommodation.
- The School must 'ensure that they, or a leader within a partnership, have assessed the quality and suitability of all the providers they are using'. (Alternative Provision, Ofsted 2016)
- The School must complete a risk assessment of the logistical, practical and educational risks. (Template attached)
- For the sake of clarity and to minimize risk to its students, the School must consider all one-to-one teaching, whether onsite or offsite, to be 'regulated activity' and act accordingly.

The most specific guidance regarding off-site provision is contained in Safeguarding young people on work related learning including work experience. (DCSF 2010). The guidance suggests that DBS checks should be undertaken where teaching involves:

*'Pupils on placements lasting more than 15 days over an extended time-frame, especially where these involve: regular lone working with an employer over long periods ... ; placements located in particularly isolated environments; and placements involving a high degree of travelling.'*

Whilst KCSIE defines regulated activity, it makes no specific reference to Alternative Provision, so the above serves as a good guide.

Therefore, for Alternative Provision organised by the School:

- The School will require all institutions providing AP to its students to confirm that the statutory checks and balances for working with young people have been completed for all staff concerned and that regular Child Protection training is provided.
- The School will require all independent teachers to provide a copy of a valid DBS certificate. In most cases, it will be the responsibility of the individual teacher to obtain a valid DBS.
- The School will provide all independent teachers with a copy of its Child Protection Policy. All independent teachers will be required to complete the School's standard declaration of compliance and understanding. Specific reference will be made to appropriate means of communication with students.
- The School will enable access to its online Child Protection training and strongly encourage independent teachers to engage with it.
- The School will risk assess the proposed travel arrangements.
- The School will require parents / guardians to give their permission for AP to be accessed.
- At its discretion, and depending on the age of the student, the frequency of the visits and /

or the complexity of the travel arrangements, the School may require a parent / guardian to accompany students and / or chaperone the lesson.

- The School will ensure that the student receives guidance on how best to keep themselves safe whilst accessing and travelling to / from the AP.

### **Facilitating Alternative Provision for 2<sup>nd</sup>/3<sup>rd</sup> Study or ‘Hobby’ Activities Organised by Families**

- The School must endeavour to establish that where lessons have been organised by parents, the parents have demonstrated due diligence with regard to the safety and suitability of the provision. HPs and/or HoDs will raise concerns should they arise.
- To this end, the School must complete the same risk assessment of the logistical, practical and educational risks (Template attached); the School has the discretion to apply it less rigorously in some areas, where arrangements are made by parents.
- If the lessons take place online while the student is at school, further safeguards will be made, outlined below.

### **Additional Measures to Safeguard Online Teaching**

Where any lessons take place online while the student is at school, the teacher will also be sent the following documents, or links to them, and asked to confirm that they have been read:

- the School’s Acceptable Use Policy (ICT Staff),
- the Remote Learning Guidance
- the Online Safety Policy

### **Monitoring Learning and Teaching**

- For 1<sup>st</sup> studies, the HoD will keep in close contact with the AP to monitor attendance, punctuality and progress, and will make clear the School’s expectations.
- For 2<sup>nd</sup>/3<sup>rd</sup> study and ‘hobby’ lessons, this process is less rigorous, because they are generally organised by the parents. Musical and pastoral staff share responsibility for monitoring any concerns.
- For individual APs, the School (Director of Music, Head of Department, Deputy Principal or Principal) will arrange a meeting with the AP at their premises in order to assess the quality and appropriateness of the teaching and the suitability of the teaching space

### **Payment of AP**

It is the responsibility of the parents to meet the cost of AP, unless a prior arrangement has been agreed with the finance office.

### **Record Keeping**

The school is aware that any day student and weekly boarder may attend musical activities organised by parents at the weekend. There is always a risk that the School is completely unaware of such activities, or that parents modify the arrangements that the School believes to be in place, for example in regard to travel and chaperoning. The School contacts all parents at least once, asking for information on any regular external musical activity, and keeps a record of all declarations. The risk of the School’s ignorance of activities changing on an ad hoc basis is mitigated by HPs maintaining good conversations with parents, students and the Music Department. Parents are regularly reminded to update the School of any changes to provision

through newsletters and communication from the Principal.

Where boarding students access any extracurricular activities online from School, it is for the Houseparents to liaise with parents/guardians about the suitability of the proposed activity.

<b><i>Policy author / reviewer:</i></b>	<b><i>Policy date / review date:</i></b>	<b><i>Next review due:</i></b>
Paul Bambrough	First written September 2018	
Paul Hoskins	Latest update and review September 2023	September 2024

### Risk Assessment / Checklist for Alternative Off-Site Provision

TO BE COMPLETED BY THE DIRECTOR OF MUSIC AND AUTHORISED BY THE PRINCIPAL OR DEPUTY PRINCIPAL, PRIOR TO THE COMMENCEMENT OF TEACHING

Proposed Provider: \_\_\_\_\_

Action	Yes	No	Notes	Perceived Level of Risk (if applicable)	Mitigations
Does a justified need for the AP exist?					
Is there any potential conflict of interest academically or musically?					
Is there a good reason why the individual cannot be employed by the School?					
Will there be any conflict with the student's school commitments?					
Will the School's reputation be put at risk by the engagement of the AP?					
Does the proposed AP have the approval of the student's parents / guardians?					
Have travel arrangements been discussed and risk assessed?					
Has the AP has provided a valid DBS certificate?					
Has the School provided, or made arrangements to provide, the AP with a copy of its Child Protection Policy?					
Has the AP signed the CP declaration?					
Has the School provided the AP with access to online CP training?					
Have arrangements been made to assess the safety of the teaching space?					
Has the School briefed the AP on information sharing, reporting and attendance monitoring?					
Has the School advised the AP how to claim?					
Has the student been advised how best to keep themselves safe?					
Does the School require a parent to act as a chaperone?					
Have arrangements been made to meet with the AP on site at least once?					

**The Risk Assessment checklist has been completed and I confirm that satisfactory arrangements have been put in place.**

Signed: \_\_\_\_\_ (Director of Music)      Date: \_\_\_\_\_

I authorise the use of the above Alternative Provider

Signed: \_\_\_\_\_ (Director of Music)      Date: \_\_\_\_\_