



Ashby Music

How we work



Background & Policies
September 2023

This booklet contains Ashby Music School Ltd.'s working policies concerning safeguarding, recruitment and the roles and responsibilities of adults working with children, young people and vulnerable adults. This is an annual update, reflecting the progress of the business.

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About us

Company Information

Ashby Music School Ltd. was founded by Elle Williams in 2014 and is registered in England and Wales, Company No. 088030409

Registered office address: 22 Station Rd, Dunton Bassett, Leicestershire. LE17 5LQ

My Mission

Through my business, Ashby Music School Ltd., I offer specialist musical tuition and enriching musical opportunities to people of all ages with additional needs. I work with children, young people and vulnerable adults through my online private practice and in-person residencies in specialist educational and secure residential settings across the East Midlands.

Who I work with

My students and participants come from a diverse background with many additional needs ranging from special educational requirements to behavioural and mental health challenges and physical disabilities. I pride myself on offering insightful, bespoke approaches to make music accessible to people who might struggle to engage with or gain the most benefit from mainstream approaches.

Ethos

At Ashby Music School Ltd., I value ongoing trust-based relationships and use a psychologically aware, trauma-informed approach to education. Understanding and validating the needs of the individual are paramount to enabling them to reach their potential through music. My *intuitive musical adventures* provide a safe space for student and tutor to embark upon an educational journey of artistic co-creation.

Reflection and development are at the heart of my creative practice. I owe a debt of gratitude to the worlds of Music Therapy, Community Music and Music in Healthcare; the shared ethos of reflective practice, continued professional development and engagement in ongoing research with our shared client group have hugely influenced my way of working. Maintaining high standards of accountability, professionalism and insight are imperative to me; my practical work is clinically supervised by an HCPC registered music therapist.

Promoting Communication & Autonomy

Effective communication underpins my work both in the creative space and through reporting. I am a specialist in working musically with non-verbal and pre-verbal people and use Makaton signing and PECS where appropriate to help people express their ideas. Music is a fully formed expressive language within itself; so much of our communicative exchange thrives through creative improvisation. I enjoy working both independently and alongside speech and language specialists and other educational professionals to support specific learning goals or to promote the individual's global development.

My work empowers through autonomy; participants are supported in making progressively independent choices through instrument selection, choosing repertoire and contributing to/controlling the character of our improvised playing.

Background

Elle Williams is the Company Director and lead musician and delivers Ashby Music School Ltd.'s services.

Elle is classically trained music graduate and SEND music specialist. Elle began as a performing classical guitarist and session musician and now works increasingly as a multi-instrumentalist in response to the diverse demands of her clientelle. Elle worked in mainstream music education for over ten years before focussing on special education which has been her sole objective since 2014.

Elle maintains an interest in research through her practice and is interested in the use of musical improvisation as a pedagogical tool for students with SEND requirements. Elle is committed to CPD and is engaged with current research and best practice relating to specialist music tuition in SEND settings, particularly for those with communication challenges. Elle is a member of both the ISM (Incorporated Society of Musicians) and BAMT (British Association for Music Therapy) and also works freelance as a specialist practitioner and consultant for accessible orchestra and music technology collaborations.

Further information about Elle's training, current and past projects can be found online at www.ashbymusic.co.uk

Why music *education* and not music *therapy*?

I often work amongst the same client group as music therapists and I'm often asked how their roles differ. The key difference is that my primary goals are educational rather than therapeutic; I enable people to play musical instruments, aspiring towards technical development and building repertoire. In contrast, a music therapist uses musical instruments as a tool to express and work with feelings and behaviours. Common to both educational and therapeutic approaches is the need for effective communication between parties and insight into how to engage people sensitively and meaningfully. I work with people to achieve pre-requisite skills that enable their access to music tuition, ensemble playing and the wider educational offering of their setting.

Can people access both music *education* and music *therapy*?

Yes! Though our roles differ, I am happy to work alongside music therapists. I will sometimes continue musical work with people in an educational capacity after their music therapy has ended. This could be because they have shown a particular interest in learning a certain instrument or have enjoyed exploring the instruments and want this to continue recreationally. I encourage exchange and referral between myself and music therapists; there are times where an individual's needs may be best met from a therapeutic perspective and vice-versa. I am sometimes asked to work educationally with people who are currently engaged in music therapy; this can work if a distinction can be achieved between the work of the therapy room and the tuition space. As professionals, we should both be satisfied that the work is beneficial and presents no conflict of interest.

Types of work I do

Musical Residencies

I work as a specialist teaching musician in special educational and secure residential settings in the East Midlands. Residencies operate within term time featuring 1:1 instrumental tuition with weekly reporting. For the year 2023-24 I am resident in Ashmount School (Loughborough), Nether Hall School (Leicester) and SENAD Bladon House School (Staffordshire).

Private Practice

I offer weekly individual instrumental teaching for children, young people and adults with additional needs. New students often come via referral from outreach agencies, though direct applications are also welcomed. My private practice is online via Zoom and can be accessed by people regardless of location. Learners are welcomed for recreation or to work towards accessible graded music exams or performances if they wish.

Freelance Work & Consultancy

I can be engaged freelance for projects and consultancy in the field of music and special education. I work alongside music hubs across the Midlands and further afield by request. Previous projects have combined orchestral and electronic instruments in workshops and concerts and explored development of accessible digital instruments for industry. I offer CPD training and consultancy for non-specialists to deliver musical opportunities in special educational settings.

Confidentiality

Ashby Music School Ltd. values confidentiality by:

- discussing progress, sharing information and concerns with only the service user, parent/carer or other authorised professionals
- using initials rather than full names in all correspondence and reporting in relation to musical residencies and freelance work
- communicating to parents/ carers through their setting in the first instance and then only directly with the parent/ carer's expressed consent
- ensuring all digital content is securely stored on computers which are password protected.

People working with me can help by:

- ensuring shared information is offered confidentially and sensitively, without being over-heard and away from clients where appropriate.
- alerting me to specific confidentiality issues relating to a clients' needs or circumstances.

I work with HCPC registered supervisors and reserve the right to discuss student progress and concerns within a closed therapeutic space. My supervisors are duty bound to maintain confidentiality except in the case of serious safeguarding concerns.

I reserve the right to disclose safeguarding concerns relating to children and young people or vulnerable adults arising in the course of our practice to Leicestershire County Council and/or the emergency services.

Data Protection

- Ashby Music School Ltd. is registered with the Data Protection Act (ICO Ref no. ZA040498). Information is gathered and stored securely and only for the purposes of conducting our music tuition business.
- Service users are free to request a full breakdown of the information we hold in their interest at any time.
- Obsolete information is securely destroyed. I routinely retain tuition notes, invoicing information and reports whilst the service user remains active or two years after their tuition ceases. Parents/carers/ authorised adults may request information to be erased sooner if required.
- Video recordings are used only with expressed consent and for the purposes specified. Sound recordings may be taken in the course of our activities; these are securely held for no longer than 12 months, identifiable only by initials and shared only with parents/carers/ professionals within the service user's team.

- For exam bookings or working with outside bodies, information may need to be shared; I will only do this with the expressed consent of the parent/carer/ responsible adult. This information will not be retained after exam results have been finalised.
- For digital exam preparation, students may upload their video files to their individual DropBox using a personalised link. Videos will not be shared with anyone other than the exam board and only then with expressed consent of the parent/carer/ responsible adult. All videos will be erased after results/appeals are concluded.

Recruitment

Paid staff, volunteers and students

The main activities of Ashby Music School Ltd. are carried out in person by me. Staff recruitment is minimal, though is conducted on the following basis if required:

- ensuring all applicants are treated equally in respect of diversity, gender, age, disability and religious views.
- carrying out satisfactory due diligence checks in relation to DBS checking and references.
- ensuring applicants are suitably qualified and trained and where appropriate, independently insured for the roles and responsibilities of the position.
- ensuring all staff are aware of our safeguarding and working policies.

Behaviour code for adults working with our participants;

Children, young people and vulnerable adults

This behaviour code outlines the conduct **Ashby Music School Ltd.** expects from staff and volunteers including students on work placement and anyone else undertaking duties for the organisation, whether paid or unpaid. The behaviour code aims to help us protect children and young people from abuse and reduce the possibility of unfounded allegations being made. It has been informed by the views of children and young people and is adapted from a template written by the NSPCC.

Ashby Music School Ltd. is responsible for making sure everyone involved in our service has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour. In their role at Ashby Music School Ltd., adults are acting in a position of authority and have a duty of care towards the children, young people and vulnerable adults we work with. They are likely to be seen as a role model and are expected to act appropriately.

Adults working for Ashby Music School Ltd. are responsible for:

- prioritising the welfare of children and young people by providing a safe environment, ensuring equipment is used safely and for its intended purpose, having good awareness of issues to do with safeguarding and child protection and taking action promptly when appropriate.
- following our principles, policies and procedures for child protection/safeguarding and online safety

- staying within the law at all times and modelling positive behaviour for children and young people to follow
- challenging all unacceptable behaviour and reporting any breaches of the behaviour code
- reporting all concerns about abusive behaviour displayed by an adult or child.

Adults should:

- treat our participants and supporting staff, parents and carers fairly and without prejudice or discrimination, understanding that we are all individuals with individual needs.
- respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation.
- challenge discrimination and prejudice, encouraging young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.
- promote relationships that are based on openness, honesty, trust, respect and patience, avoiding preference or favouritism.
- exercise sensitivity when discussing issues with our participants and supporting adults.
- ensure that an 'open door' policy is maintained towards supporting adults and professionals who wish to observe sessions.
- ensure other staff or volunteers know where you and the child are. In the event of a fire drill, escort the child/ young person safely out of the building before returning them to their responsible adult.
- only provide personal care in an emergency and make sure there is more than one adult present if possible. Raise personal care concerns with classroom or residential support staff as appropriate.
- listen to and respect our participants at all times, listening to, valuing and taking their contributions seriously. Promote autonomy and independence where possible. Avoid patronising, derogatory, insensitive, inflammatory or otherwise inappropriate comments and conduct.
- respect the participant's right to personal privacy as far as possible. If confidentiality must be broken in order to follow child protection or safeguarding procedures, endeavour to explain this to the person in an age/ learning stage-appropriate manner.

Adults must not:

- allow concerns or allegations to go unreported.
- take unnecessary risks or engage in behaviour that could be considered in any way abusive, threatening or intrusive.
- smoke, consume alcohol or use illegal substances.
- develop inappropriate relationships with participants; do not distribute personal contact details or communicate via social media. Parents/ carers should be the main recipients of email/ messaging with participants copied in only with the parent/ carers expressed permission.

Suggested behaviour code for participants

This code of behaviour was written in consultation with children and young people and is amended from a template provided by the NSPCC. At **Ashby Music School Ltd.**, our aim is to ensure that all service users feel safe, respected and valued through our approach. We respect that our participants vary in ability with receptive and expressive language, cognition and behavioural and emotional needs and therefore;

this behaviour code represents only an idea of our working principles.

It is certainly not intended to be exhaustive or rigid;

we endeavour to respond positively to the needs of every individual we work with.

This code of behaviour aims to:

- identify acceptable and unacceptable behaviour relating to music sessions.
- encourage cooperation, honesty, fairness and respect.
- create an environment where self-esteem, self-respect and self-confidence can grow.
- where possible, encourage participants to recognise and respect the rights of others and help them to make good behavioural choices.
- encourage participants to take responsibility for their own behaviour where appropriate.
- help resolve conflicts.

Participants should try to:

- be friendly and cooperate with others.
- listen to instructions and communicate their preferences where possible.
- join in and have fun!

Participants should try not to:

- behave in a way which could be harmful to themselves or others.
- intentionally break instruments or equipment.
- prevent or detract from others involvement in sessions.

Ashby Music School Ltd. reserves the right to end any session early without financial compensation or replacement if physical harm is either suggested or done to any staff member or supporting adult.

Ashby Music School Ltd. reserves the right to decline to work with individuals whose violent tendencies or violent potential cannot be kept within safe limits as perceived by the staff member leading the session.

Safeguarding

Safeguarding Policy Statement

The purpose of this policy statement is:

- to protect children, young people and vulnerable adults who use Ashby Music School Ltd.'s services from harm. This includes the children of adults who use our services.
- to provide staff and volunteers, as well as participants and their families, with the overarching principles that guide our approach to child protection. This policy applies to anyone working on behalf of Ashby Music School Ltd. including paid staff and directors, volunteers and students in work experience placements.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from nspcc.org.uk/learning. This document is adapted from a template provided by the NSPCC.

We recognise that:

- the welfare of children, young people and vulnerable adults is paramount in all the work we do and in all the decisions we take people, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some of our participants are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with our participants, their parents, carers and other agencies is essential in promoting people's welfare.

We will seek to keep people safe by:

- valuing, listening to and respecting them
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers for both face to face and online practice.
- undertaking as appropriate supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance
- making sure that children, young people and their families know where to go for help if they have a concern

- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately
- ensuring that we provide a safe physical environment for all participants by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where staff and volunteers, participants and their families or supporting adults treat each other with respect and are comfortable about sharing concerns.

Safeguarding in our Professional Practice

We endeavour to keep our participants safe by:

- investing time in getting to know them; their likes and dislikes, how we can communicate effectively and best meet their needs.
- using dedicated tuition/ studio spaces free from distraction and personal effects.
- ensuring we present ourselves appropriately and professionally modelling positive behaviour, conducting ourselves in a calm, courteous and professional manner at all times.
- ensuring our teaching materials are age/ learning stage appropriate.
- working as part of a multi-disciplinary team (MDT) involving parents, carers and other professionals (speech and language therapists, occupational therapists, educational psychologists etc).
- maintaining an 'open door' policy encouraging MDT members to observe/ participate in sessions as appropriate
- recording written progress notes after each session and sharing them securely with MDT members.
- investing in reflective practise, professional supervision, ongoing CPD and training.

Parents/ Carers and other professionals and supporting adults can help us by:

- sharing in confidence information which they feel will help us to meet the person's educational, emotional or welfare needs whilst working with us.
- bringing to our attention any changes in behaviour or recent unsettling events which we may inform our approach.
- promptly raising concerns relating to our practise to allow us to consider and respond to them.

Online working:

Remote teaching, workshops and meetings

In addition to the points stated in ***Safeguarding in Professional Practice*** above, we endeavour to keep online work safe by:

- using an encrypted platform (Zoom) for online teaching, with a personalised log in and password for each session which is shared only with the parent/guardian or school.
- using the 'waiting room' facility to allow the tutor to control who can enter the session and when.
- ensuring only content relevant to the lesson can be seen online, considering age-appropriation of advertisements etc. when screensharing content from the internet.
- not recording online sessions.

We encourage parents/carers and supporting staff to:

- ensure a quiet working space is provided that can be seen and heard by a responsible adult, free from siblings, classmates or other distractions.
- ensure required equipment is available and accessible.
- provide us with up-to-date contact details and telephone numbers in case of emergency or loss of connection.

Face to Face Practice

In-person teaching, workshops and concerts

In addition to the points stated in ***Safeguarding our Professional Practice*** above, we endeavour to keep face to face work safe by:

- ensuring an up-to-date risk assessment is in place for the activity/ event considering all relevant safety and infection control measures and making this accessible to participants and organisers.
- maintaining equipment to a good standard of order and cleanliness, removing broken or unsuitable equipment.
- not making video recordings using our own devices. MDT members may request video evidence which we will facilitate using their/ the setting's devices. We will not process or edit video data.
- being aware of and following each setting's fire drill, medical emergency and incident evacuation procedures.
- not transporting students to exams/ events.

Safeguarding Training

Elle Williams is trained in safeguarding as follows;

August 2021, Accredited by The CPD Certification Service:

NSPCC: Safeguarding children and young people with SEND
NSPCC: Child Protection for Tutors

August 2022, Accredited by The CPD Certification Service:

FGM, Forced Marriage and Honour-Based Violence Awareness
Preventing Radicalisation and Extremism

August 2022, Accredited by UK Health Security Agency:

Psychological First Aid: Supporting Children and Young People

Full enhanced DBS certificate issued August 2021, registered with the update service.

Safeguarding Disclosures

Disclosures relating to our participants' physical and emotional wellbeing will be treated seriously by Ashby Music School Ltd. who will:

- listen attentively and patiently without using leading questions
- record allegations or concerns in writing using the person's own words where possible
- store information in a secure manner
- explain to the participant (where possible) that their concerns may need to be passed on
- act in a timely manner to pass on safeguarding concerns to:

Designated Safeguarding Leads in educational or residential settings

or

Leicestershire County Council Safeguarding Team in private practise.

Safeguarding concerns relating to the conduct of staff members of Ashby Music School Ltd. should be reported to:

The Company Director, Elle Williams

Or

Leicestershire County Council Safeguarding Team

Elle Williams

Company Director
September 2023