



HACKNEY MUSIC DEVELOPMENT TRUST

CHILD PROTECTION POLICY AND PROCEDURES

VERSION JANUARY 2013

I

CHILD PROTECTION POLICY STATEMENT AND CODE OF PRACTICE

Child Protection Policy Statement

Hackney Music Development Trust (HMDT Music) recognises that it has a responsibility for the safety of children in its care. It also recognises that good child protection policies and procedures are of benefit to everyone involved with its activities, including staff and contracted artists, as they help protect them from erroneous or malicious allegations. For the purpose of this policy, “**staff**” includes all HMDT Staff, contracted artists or engaged tutors and coaches who come into contact with children, whether it be instrumental/vocal/musicianship tutors, pastoral staff, administrative staff or senior managers. All staff that have unsupervised access to or contact with children are required to:

- recognise and accept their responsibilities;
- develop awareness of the issues which cause children harm;
- report concerns to senior HMDT Staff.

HMDT will endeavour to safeguard children by:

- a) adopting child protection procedures and a code of practice for all staff;
- b) reporting concerns to the authorities;
- c) ensuring all staff have been police checked through the Criminal Records Bureau;
- d) ensuring that all staff have read and are willing to implement this policy.

A culture of mutual respect between children and HMDT staff is encouraged, with adults modelling good practice in this context. It is part of the HMDT’s responsibility in the duty of care towards children that anybody who encounters child protection concerns will be supported when they report their concerns in good faith. HMDT recognises that the teaching of pupils (especially on a one-to-one basis) places huge trust on tutors and requires equal trust from parents and carers. We also recognise that tutors are vulnerable to malicious and erroneous allegations. This policy is designed to help protect all who teach, learn, administer and manage at HMDT.

Code of practice

1. It is important not to have unnecessary physical contact with children, and contact should be avoided except when engaged in the teaching of vocal/instrumental technique or other activities which require contact for artistic purposes. Technique will normally be taught by explanation and by the tutor modelling good practice. Where explanation and modelling requires additional demonstration, or when a technical remedy has proved fruitless, a tutor's professional judgement may be that physical contact is required. Typical examples may be related to the position of a bowing arm, or the correction of wrist or finger positions on the student's instrument. In such circumstances the following procedures must apply:
 - a) that the permission of the child has been requested and given;
 - b) that the demonstration of technique is NECESSARY in order for the student to achieve the required result.
2. It is important for all parent/carers to understand that physical contact may be required in the proper training of certain musical or theatrical activities, and that in all cases, artists and staff are required to follow the *General Guidelines of Good Practice* contained in this *Guide to Policy and Procedures*.
3. Lessons missed during HMDT activities may not be rearranged at any other time without the written permission of the parent/carer, and without the knowledge of HMDT. The same policy must be enacted for tutors who (often voluntarily and in an unpaid capacity) wish to offer pupils extra lessons. This applies in particular to rearranged lessons in pupils' or tutor's homes, but is also relevant if lessons are arranged outside the normal supervised structure.
4. Pupils may not be given lifts in staff cars without written permission from the parent/carer. This means that impromptu lifts (e.g. to avoid the rain, or dropping a child off on the way home are not acceptable). Permission will be requested where, for instance, children need to get to a concert/rehearsal venue early with a member of staff to help set up.
5. The use of parental video and cameras will no longer be allowed at HMDT events without prior consent being obtained. Where the HMDT for pedagogical or publicity/marketing reasons wishes to record lessons, rehearsals or other events on film/video/dvd, written permission will be required from the parents/carers of each child involved.
6. One to one lessons will be normally taught in rooms that have windows in the doors.
7. It is expected that staff will not make suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted.
8. It is important not to deter children from making a disclosure of abuse for fear of not being believed, and to listen to what they have to say. Staff should not attempt to investigate a disclosure that gives rise to a child protection issue, but should report the matter to the HMDT office. Staff should never promise a child complete confidentiality in a child protection issue, but should

advise pupils that the matter will be referred on to the designated officers for child protection.

9. Staff should remember that those who abuse children can be of any age, gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
10. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct – which will always exclude bullying, shouting, racism, sexism or sectarianism.

The **Designated officers for Child Protection** in HMDT are HMDT General Director and Music Manager. These post holders are currently **Adam Eisenberg** and **Rebecca Willows** respectively.

II

GENERAL PROCEDURES FOR REPORTING CONCERNS AND ENCOURAGING GOOD PRACTICE

General Procedures for Reporting Concerns

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of HMDT staff ;
2. a child “disclosing” abuse ;
 - a) Physical, b) Emotional, c) Sexual, or d) Neglect
3. bruising or evidence of physical hurt which cannot be explained by the child in question; which may or may not be accompanied by;
4. unusual behaviour by a child.

If a member of staff has such concerns they should be reported within twenty-four (24) hours to HMDT in writing (please see “Advice to Staff” section of this policy document). Delay could prejudice the welfare of a child. If the concerns relate to the conduct of a member of staff these should be reported by phone to designated officers at the earliest opportunity. The designated officers will consider such a report and either refer this to the authorities or, after taking appropriate advice decide instead not to refer the matter on, but to keep a full written record of the concerns. In either case the member of staff concerned will be invited to a meeting with the designated officers at the first available opportunity, so that they are made aware of the concerns that have been raised, and are further aware of the action to be taken.

Advice to staff on the appropriate response to a child making an allegation of abuse.

1. Stay calm.
2. Listen to what is said. Do not put words in the child’s mouth or cross question the child. Make no judgements.
3. Find an appropriate opportunity, as soon as possible, to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets.**
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at his/her own pace. Ensure the child is safe and comfortable.
6. Ask questions for clarification only, and at all times avoid asking leading questions (that suggest a particular answer).
7. Reassure the child that they have done the right thing in telling you.
8. Tell the child what you will do next, and with whom the information will be shared.

9. Record in writing what was said, using the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure the record is signed and dated.
10. Then follow the *General Procedure for Reporting Concerns*.

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. That is a task for professional child protection agencies, following a referral from the designated officers of HMDT.

HMDT General Guidelines of Good Practice

1. In planning a project for work involving children, young people and vulnerable adults, HMDT artists and staff are responsible for:
 - undertaking a risk assessment and monitoring risk throughout the project;
 - identifying at the outset, the persons with designated protection responsibility;
 - engaging in effective recruitment, including proper CRB procedures and vetting of artists and staff;
 - knowing how to get in touch with local authority Social Services, in case a concern needs to be reported.
2. In a physical environment in which there is contact with children, young people or vulnerable adults, HMDT artists and staff are responsible for:
 - ensuring that someone from the school/educational establishment, youth organisation or care setting is present and therefore meeting their responsibility for ensuring the safety of those in the setting;
 - monitoring risks throughout the project.
3. In circumstances in which physical contact is required for the successful outcome of the activity, HMDT artists and staff are responsible for:
 - maintaining a safe and appropriate distance from participants;
 - only touching participants when it is absolutely necessary in relation to the particular arts activity;
 - seeking agreement of participants prior to any physical contact;
 - making sure disabled participants are informed of and comfortable with any necessary physical contact.
4. In interpersonal dealings with participants, HMDT artists and staff are responsible for:
 - treating all children, young people and vulnerable adults equally, and with respect and dignity;
 - always putting the welfare of each participant first, before achieving goals;
 - building balanced relationships based on mutual trust which empowers children, young people and vulnerable adults to share in the decision-making process for appropriate projects;
 - giving enthusiastic and constructive feedback rather than negative criticism;

- making the arts fun and enjoyable
 - promoting equality in accordance with HMDT's *Equal Opportunities Policy*;
 - being an excellent role model for dealings with other people;
 - recognising that children or young people with disabilities may be even more vulnerable to abuse than other children or young people.
5. As part of it's commitment to the proper management of information, HMDT is responsible for:
- having a policy and procedures for taking, using and storing photographs or images of children, young people or vulnerable adults;
 - careful monitoring of web-based materials and activities;
 - agreed procedures for reporting any suspicions or allegations of abuse;
 - ensuring confidentiality in order to protect the rights of employees, freelancers and volunteers, including safe handling, storage and disposal of any information provided on artists or arts facilitators (or others involved in projects) as part of the recruitment process. (Data Protection Act 1998).
6. As part of it's commitment to good practice HMDT is responsible for:
- keeping up-to-date with health and safety procedures in artistic practice;
 - being informed about legislation and policies for protection of children, young people and vulnerable adults;
 - undertaking relevant development and training where appropriate with artists and staff.

III

FURTHER CLARIFICATIONS AND GUIDELINES

Further clarification and Guidelines

What to do if you suspect any abuse:

Act Quickly



In the event of a member of staff suspecting any child abuse s/he should share his/her concerns the Director or Music Manager of HMDT.
(Contact HMDT by telephone 020 8882 8825)



HMDT will then contact the Social Services Child Protection Unit.



If a child discloses information relating to abuse to a member of staff s/he must take immediate action.

Under no circumstances must a member of staff withhold any information that has been given which indicates that a child has or is being abused.



Under no circumstances should any member of staff attempt to deal with a problem relating to child abuse or child protection. These attempts could be extremely damaging to the child and you are not qualified or authorised to attempt this.



Ensure that any incident is reported and always ensure that you make a written report of everything that has happened.



If you are not sure what to do in any situation you must contact a senior member of staff. If it is not possible to contact the Director or Music Manager of HMDT immediately, then contact Social Services for help and advice. HMDT must be informed as soon as possible.

In order to assist tutors in the event of suspected abuse, the roles of staff are outlined on the following pages. All staff have a duty to ensure the safety of the children in their care and this is why it is very important that all staff understand what to do in a case of suspected child abuse.

The Role of HMDT

- Contact Social Services Child Protection team and inform line manager immediately.
- In the case of suspected non-accidental injury the parent/carer should be informed of the decision to refer to Social Services. However, if it is not possible to contact the parent/carer then referral should not be delayed.
- If the concern is of sexual abuse then Social Services should be informed and the concerns should NOT be discussed with the parent/carer in the first instance.
- Ensure staff are aware of what to do if a child makes a disclosure (see below).
- The Director and Manager should be clear of the above Child Protection procedures and ensure artists and staff understand what to do.

The Role of the Tutor

All staff should be aware of the Child Protection procedures.

- In the case of suspected non-accidental injury or any other possible forms of abuse talk immediately to the Director or Projects Manager of HMDT.
- Pay attention to what the child says has happened. Record this in writing.
- Ensure you are aware of what to do if a child makes a disclosure (see below).

Recording Abuse

Any record made must comply with government requirements (DHSS Circular LA 83/14) and the policy of their local authority:

- Files must be open to parents
- Third party information is not to be disclosed without consent
- The education manager may deny access to files for certain proscribed reasons such as in the case of actual, alleged or suspected child abuse
- Parents may have to make formal requests to see their child's file

Recording is needed

- When there is concern over:
 - marks on body
 - unusual/different behaviour
 - mood changes
 - puzzling statements or stories from the child
 - information from others
- If requested by another agency.

Records can be made by any staff in regular contact with child. Please request a child protection pre-former to make a record. This form should be returned to the education manager, who will summarise the information on file and take further action on the matter, if necessary.

Types of Abuse

The following are the various types of abuse that children suffer.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. The situation is commonly described as factitious illness by proxy or Munchausen's Syndrome by proxy.

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they're recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical punishment
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse side effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved or inadequate, or valued only as far as they meet the needs of another person. It may feature age or developmentally inappropriately being imposed on children. It may cause 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.

Possible signs of emotional abuse

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic behaviour – obsessive rocking, thumb-sucking, and so on
- Air of detachment – 'don't care' attitude
- Social isolation – doesn't join in and has few friends
- Desperate attention seeking behaviour

- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs of sexual abuse

- Bruises, scratches, burns or bite marks on body
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent/carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Possible signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbances

