

Safeguarding and Protection of Young People
Policy and Procedures

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Introduction

The Scottish Schools Pipes and Drums Trust (SSPDT) is committed to the well-being of young people. We recognise our moral and legal obligations to protect young people and will ensure that all those carrying out work on behalf of SSPDT including employees, Trustees, volunteers and contractors, will take reasonable steps to promote safe practice and to protect young people from harm, abuse and exploitation.

SSPDT's main activities with regard to young people constitute:

- The awarding of grants to organisations that support young people;
- The organisation of the Scottish Schools Pipe Band Championships;
- The employment of tutors who work in schools settings;
- Employment of interns who may be aged 18 or under;
- Publicity through a range of channels the internet and social media.

In the context of this policy a young person is defined as anyone aged under 18.

Adults referred to in this policy are any adults that work for, or that represent SSPDT, as employees or volunteers.

Code of Good Practice

1. RECRUITMENT & TRAINING

- i. SSPDT will ensure that its recruitment procedures take account of the need to protect young people.
- ii. Two references will be taken up for all successful candidates prior to a formal offer of paid employment or voluntary work, and where appropriate referees will be asked to comment on the applicant's suitability to work with young people.
- iii. Where relevant to a paid or voluntary post, any engagement by SSPDT will be made subject to the adult being a member of Disclosure Scotland's Protecting Vulnerable Groups Scheme (PVGS).

- iv. SSPDT will remove any person from working with young people on behalf of SSPDT who is deemed by Disclosure Scotland to be unsuitable for work with vulnerable groups.
- v. SSPDT will ensure that, where relevant, people who are contracted by SSPDT on a self-employed basis will be members of Disclosure Scotland's Protecting Vulnerable Groups Scheme.
- vi. Induction for new staff and volunteers will include information on this policy.
- vii. Employed tutors will undergo Child Protection Level 1 training through the Local Education Authority in which they work.
- viii. All employees working with young people will undergo refresher Child Protection Level 1 online refresher course every two years.
- ix. SSPDT will ensure that all employees and volunteers, and where relevant people who are contracted to SSPDT, will be provided with a copy of this policy.

2. SSPDT GRANT RECIPIENTS

Recipients of SSPDT grants must have a suitable Child Safeguarding Protection Policy. SSPDT will require confirmation of this in all cases before making an award.

3. SSPDT CODE OF CONDUCT

We will maintain the highest standards of conduct and will be vigilant about the well-being and protection of the young people in our care. We will:

- Provide a good example of acceptable behaviour.
- Treat everyone with respect.
- Respect and promote the rights, wishes and feelings of young people.
- Provide time for young people to talk and listen to what they say.
- Encourage young people to respect and care for others.
- Take action to stop any inappropriate verbal or physical behaviour including bullying.
- Never make suggestive, discriminative or inappropriate remarks to or about a young person.
- Never engage in inappropriate physical contact with young people. Inappropriate physical contact could be unnecessary contact, or contact which could be seen to encroach on an individual's space in a way that could make them feel uncomfortable. Where physical contact/ assistance is appropriate (for example, when adjusting a chanter or drum stick hold), always explain to the individual what is going to happen, to ensure that actions cannot be misinterpreted.
- Avoid favouritism or singling out of trouble-makers.
- Avoid being alone with young people, or at least stay within sight and hearing of other adults.
- Never enter a young person's home under normal circumstances. If it is unavoidable to visit the young person's home, the adult should never go alone and must let colleagues know where s/he is going and the time of return.
- Ensure that a designated adult is responsible for each young person at all SSPDT related activities.
- Take all concerns/ allegations seriously.

- Refer concerns/ allegations to the Head Teacher or Depute of the pupil's school and to the Chief Executive of SSPDT.

Car Journeys

- Never take young people alone on car journeys.
- Always tell a colleague if we are transporting young people, give details of the route and the anticipated length of the journey.
- Obtain permission from the young person's parent or guardian before taking a young person on a car journey.
- Ensure all vehicles are correctly insured.
- Ensure all reasonable safety measures are taken, e.g. young people are in the back seat where possible, seatbelts are worn.

Tutors

- Provide a teaching environment that promotes the comfort and safety of both students and tutors, including:
 - maintaining a clear pathway to the door, (tutors should avoid working between the pupil(s) and the door);
 - avoidance of coverage of any windows within the room or the door if working in a one-to-one situation. If the room does not have a window, then the door should be kept open.

Tutor/ pupil relationship

- Anyone who is aware that a young person may have become inappropriately attracted to a tutor (including themselves) or other adult must bring this to the attention of the Head Teacher or Depute of the pupil's school, and to SSPDT's Chief Executive.
- Similarly, anyone who is aware that a tutor (including themselves) or any other adult may have become inappropriately attracted to a pupil, must bring this to the attention of the Head Teacher or Depute of the pupil's school and to the SSPDT Chief Executive.
- Where it appears that working relations between a young person and a tutor may be starting to break down, the Head Teacher of the pupil's school and the SSPDT Chief Executive must be informed and a process put in place to monitor the situation to ensure the relationship does not deteriorate further.

4. DATA PROTECTION AND INTERNET SAFETY

- i. The personal details of anyone, especially those of a young person must never be publicised or given out. Similarly, adults should consider carefully whether or not to share their own personal details with young people, particularly in the case of social networking sites, whether used personally or on behalf of SSPDT.
- ii. Personal information that could identify a young person must never be published on an internet site or in a publication, e.g. home address, e-mail address, telephone number.

- iii. Consent from the pupil or from their guardian or parent must be obtained before publishing any image. If SSPDT uses a photograph or film commissioned by a grant holder, SSPDT will obtain confirmation that suitable consent has been given.
- iv. Exceptionally, film and photographs taken at the Scottish Schools Pipe Band Championships will be used by SSPDT subject to permission of the person responsible for entering an ensemble/ band.
- v. Any concerns or enquiries about publications or internet information must be referred to the SSPDT Administrator.
- vi. Any concerns that images or film are being used inappropriately must be referred to the SSPDT Administrator immediately.
- vii. The SSPDT Administrator should be contacted if at any time a pupil or their parent/guardian wishes internet data to be removed, after which SSPDT will remove the data as soon as possible. SSPDT will take reasonable steps to remove personal data from printed material if a parent/guardian or pupil wishes this to happen and/ or will address their concerns.

5. WHAT TO DO IF YOU HAVE CONCERNS

Any adult who has concerns about the wellbeing of a young person in relation to any of the points in this policy, and/or who thinks that a young person is being abused (see Appendix A for definitions of abuse), must report the concerns as soon as possible to the Head Teacher or Depute teacher of the young person's school, and to SSPDT's Chief Executive.

If a teacher is not available, and the young person is in imminent danger, the adult should contact Social Services or the police immediately.

6. WHAT TO DO IF A YOUNG PERSON DISCLOSES

- Stay calm, do not be shocked, and try to act normally.
- Make sure that there is a quiet space available to talk, free from distractions.
- Allow the young person to speak freely, without interruption, but do not question them or attempt to investigate.
- Make a written record of all details of the facts known at the time or as soon as possible in the young person's own words, and give a copy to the person to whom the allegation is referred.
- Offer support and reassurance; assure the young person that they are being taken seriously.
- Explain that you cannot keep the disclosure a secret and that you will speak to a safe person about it. Never promise a young person that you can keep what they tell you a secret.
- Try to ensure that no one is placed in a position which could lead to further compromise.
- Refer the matter to the Head Teacher or Depute at the pupil's school, and SSPDT's Chief Executive.
- If the young person is in imminent danger, and if the Head Teacher or Depute is not available, contact Social Services and/or the police.

In all cases, the adult must refer the matter – and must not try to deal with possible cases of abuse or of any matter relevant to this policy, on their own.

Signs and symptoms of potential child abuse

The Scottish Government guidance from 2014 states that 'child abuse and neglect is the maltreatment of a child'. An individual may abuse or neglect a child or adult at risk of harm directly, or may be responsible for abuse or neglect because they fail to prevent significant harm by another person. 'Significant Harm' is circumstances where "a child or young person's basic needs are not being met in a manner which is appropriate to his or her individual needs and stages of development and the child is, or will be, at risk through avoidable acts of commission or omission on the part of their parent(s), sibling(s) or other relative(s) or a carer (i.e. the person(s) while not a parent who has actual custody of, charge of, or control over a child)."

Abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child regardless of their age, gender, race, disability or ability, sexual orientation, religion or socio-economic status.

Some of the main types of abuse are: **physical, emotional, sexual and neglect.**

Children/young people and adults at risk of harm may be abused in a family or in residential care or in the community, including artistic and sporting activities by any individual known to them or by a stranger.

Children with disabilities are at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse has occurred.

The lists below are by no means exhaustive and must **not be used as a checklist** but are designed to give SSPDT employees some guidance on how to recognise child abuse and neglect.

Any information has to be seen in the context of the child or young person's whole situation and circumstances. Different types of abuse may overlap or co-exist.

It may be that a child or young person may tell someone that they are being abused but they show no obvious signs. It is crucial that if a child or young person says that he/she is being abused the matter is taken seriously and passed on as a matter of urgency.

Physical Abuse - is the causing of physical harm to a child or young person.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after (this is known as fabricated or induced illness).

Emotional Abuse - is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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. It

may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Sexual Abuse - is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child 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 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 in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways. Child sexual exploitation involves a young person under the age of 18 being manipulated, forced, pressurised or coerced into taking part in a sexual act in exchange for something.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to a child's basic emotional needs. In its extreme form, children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

Other areas to be aware of:

Bullying or Cyber-Bullying - Cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this is as hurtful and damaging as other forms of bullying behaviour. Advances in technology are simply providing an alternative means of reaching people – where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, and social networking platforms. Further information can be found at Respectme: <http://www.respectme.org.uk/index.html>

Child Sexual Exploitation - is a form of child sexual abuse, and cannot be considered in isolation. Many of the young people who become victims have been vulnerable and at risk from an early age, and remain vulnerable to other forms of abuse and neglect. Child Sexual Exploitation is a complex issue and involves a young person under the age of 18 being manipulated, forced, pressurised or coerced into taking part in a sexual act in exchange for something. Further information can be found at the Scottish Government website: <http://www.csethesigns.scot/>

Domestic Abuse - takes the form of actions that can result in physical, sexual and psychological harm and suffering. It is widely unreported and it is crucial that staff are aware of the signs of domestic abuse. Further information can be found at Police Scotland: <http://www.scotland.police.uk/keep-safe/advice-for-victims-of-crime/domestic-abuse/>

Forced marriage - is not condoned in Scotland and is considered to be an abuse of human rights. Children who are forced or subjected to emotional, physical or sexual abuse as a result, are protected by the Forced Marriage (Protection and Jurisdiction) (Scotland) Act 2011. Further information can be found by calling the forced marriage Helpline on 0800 027 1234 which is open 24 hours or by visiting: <http://www.scotland.gov.uk/Topics/Justice/crimes/forced-marriage>

Female Genital Mutilation (FGM) - It is an offence in Scotland to carry out this procedure or carry it out (or arrange to carry it out) abroad, even in countries where it is legal. Further information on FGM can be found at: http://www.nspcc.org.uk/inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html

A 24 hour FGM advice line is available through the NSPCC by calling: **0800 028 3550**