



## Child Protection Guidelines & Policy

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### Legal framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in Scotland. Children and young people should never experience abuse of any kind.

### Our Responsibility

Bishopbriggs School of Music have a role and responsibility to promote, support and safeguard children’s wellbeing. Ensuring a child/young person’s wellbeing, includes celebrating when things have gone well, understanding a child’s circumstances and forming positive relationships.

Music can contribute to a child/young person’s positive wellbeing, including the educational benefits of learning, the achievements they make in gaining new skills and their experiences of being included and respected by their peers.

To ensure we can respond to situations when a child/young person needs help or support, we must firstly understand their rights and the meaning of wellbeing. Secondly, we must recognise risks that exist for children in music-making activities and therefore put in place a range of safeguards that minimise these risks. It is necessary for this understanding and the appropriate processes to be in place if ever a child/young person's wellbeing or need for protection is identified as a concern. Bishopbriggs School of Music can then respond and support any child/young person who needs help, informing the relevant agencies and organisations.

These policies, procedures and safeguards, will give us the confidence needed to fulfil our role and responsibility to keep children safe in whilst at Bishopbriggs School of Music.

### Our Promise

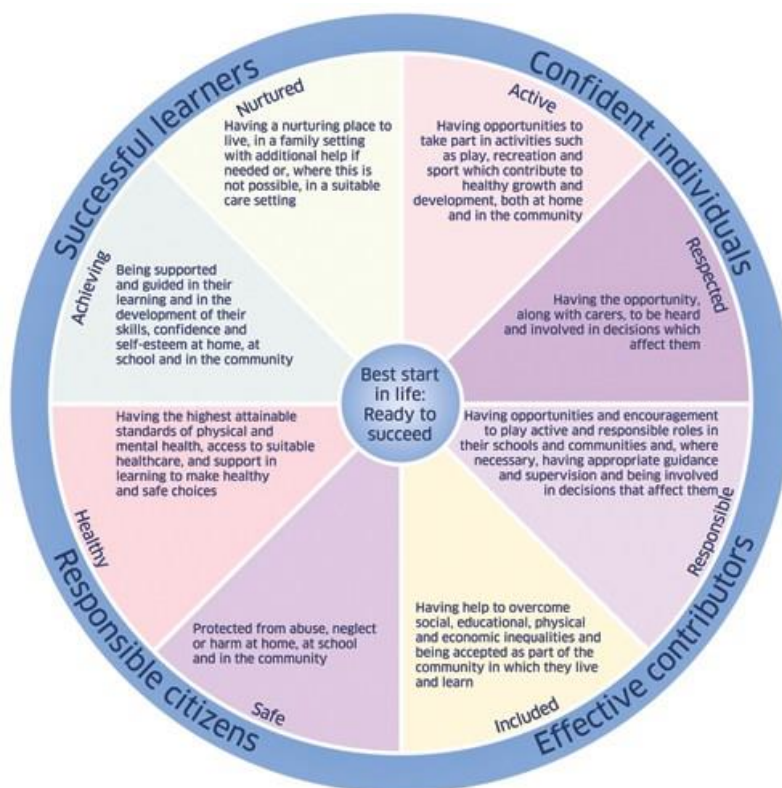
We will always make children/young people feel welcome & their needs will always be our main consideration. All children/young people will be treated fairly and with respect always.

Our staff, trainees & volunteers will always know what they are doing and will adhere our child protection policy to ensure the safety and protection of our service users is upheld.

We will always listen to what children/young people tell us and we will do our best to make sure they have fun.

### Children/young people's wellbeing in Scotland

It is important to recognise what we mean by children's wellbeing. As part of Scotland's national approach to 'Getting it Right for Every Child' (GIRFEC), the wellbeing wheel below demonstrates the eight indicators that are believed to be essential for a child's overall wellbeing.



Organisations working with children must play their part in making sure they are safe, healthy, achieving, nurtured, active, respected, responsible and included, these are commonly known as the SHANARRI indicators.

It is essential that at Bishopbriggs School of Music, we understand these wellbeing indicators and if we are ever worried that something is impacting a child's wellbeing, we know who to share that with.

As part of the 'Children and Young People (Scotland) Act 2014', the concept of wellbeing and the GIRFEC approach is now enshrined in law.

### **Recruitment**

Our Child/Young person protection policy must be adhered to by all staff, trainees and volunteers connected to Bishopbriggs School of Music. It is our responsibility to recruit responsibly to ensure children/young people are safeguarded.

The following procedures are in place to ensure that only suitable applicants are accepted as volunteers, trainees or staff of Bishopbriggs School of Music:

- All applicants (staff, trainees and volunteers) will be asked to complete an application form
- All applicants (staff, trainees and volunteers) will be asked to complete a self-declaration form
- All successful applicants will be asked to provide suitable references
- All suitable applicants will be asked to attend an interview
- All successful applicants appointed are required to enrol in the PVG scheme

### **Training**

It is the responsibility of Bishopbriggs School of Music to ensure that all staff, trainees & volunteers are fully trained in their roles & responsibilities in relation to this policy.

Training will include:

- Before starting in their appointed position staff, trainees & volunteers will receive "An introduction to Child/Young Person Protection" internal training session
- A Copy of our Child/Young Person Protection Policy will be provided for their records
- Details of the organisations Aims & objectives will be provided
- Clear details of roles, responsibilities will be provided
- A declaration will be signed to prove the staff, trainees & volunteers have read and understood all relevant paperwork

### **Understanding Abuse against Children/Young People**

#### **Introduction**

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 young person regardless of their age, gender, race or ability. There are four main types of abuse: physical abuse, sexual abuse, emotional abuse and neglect. The abuser may be a family member, someone the young person encounters in residential care or in the community. Any individual may abuse or neglect a young person directly, or may be responsible for abuse because they fail to prevent another person harming the young person.

Abuse in all forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood. Young people with disabilities may be 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 had occurred.

### **Types of Abuse**

- **Physical Abuse:** where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse. This category of abuse can also include when a parent/carer reports non-existent symptoms or illness or deliberately causes ill health in a young person they are looking after.
- **Emotional Abuse:** the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn. Ill-treatment of children, whatever form it takes, will always feature a degree of emotional abuse. Emotional abuse in sport may occur when the young person is constant criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying.
- **Bullying** may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying. It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments). In sport bullying may arise when a parent or coach pushes the young person too hard to succeed, or a rival athlete or official uses bullying behaviour.
- **Neglect** occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give love, affection and attention can also be a form of neglect.
- **Sexual Abuse** occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

### **Indicators of Abuse**

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused MAY include one or more of the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which an explanation seems inconsistent
- the young person describes what appears to be an abusive act involving them
- another young person or adult expresses concern about the welfare of a young person
- unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- distrust of adult's, particularly those whom a close relationship would normally be expected
- difficulty in making friends
- being prevented from socialising with others
- displaying variations in eating patterns including over eating or loss of appetite
- losing weight for no apparent reason
- becoming increasingly dirty or unkempt

Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions
- an unexplained drop off in performance
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes
- a shortage of money or frequents loss of possessions

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is NOT the responsibility of those working in Bishopbriggs School of Music to decide that child abuse is occurring. It is their responsibility to act on any concerns.

### **Other abusive behaviour towards children and young people**

Staff, tutors and volunteers should also be aware of other, perhaps less obvious, forms of abuse. These may be dismissed by perpetrators as 'just fun' or 'having a laugh' with young people but can have a serious impact and cannot be allowed or go unchallenged:

- Bullying of any form, including name calling or constant criticism
- 'Picking on' a young person because of their family background, manner of dress or characteristic
- Racism or sectarianism if any form
- Favouritism and exclusion (all young people should be equally supported and encouraged)
- Abusive language or gestures

### **Code of Good practice**

As an adult working with children/young people for Bishopbriggs School of Music

#### **You should:**

- Treat all children/young people with respect.
- Provide a good example of acceptable behaviour.
- Respect anyone's right to privacy.
- Be available to listen to concerns of participants and refer them to other sources of help where appropriate.
- Try to ensure that your actions cannot be misunderstood or cause offence.
- Encourage participants to feel comfortable enough to point out attitudes & behaviours they don't like.
- Show understanding when dealing with sensitive issues and recognise that caution is required when discussing such issues.
- Be aware that even caring physical contact with a child/young person can be misinterpreted.

#### **You should not:**

- Permit abusive behaviour.
- Have inappropriate physical or verbal contact with children/young people.
- Jump to conclusions about others without checking first.
- Allow yourself to be drawn into inappropriate attention seeking behaviour.
- Show favouritism to an individual.
- Exaggerate or trivialise any child abuse issues.
- Deliberately place yourself or others in potentially compromising situations.
- Believe it could never happen to me.

#### **What to do:**

If you have any reason to suspect a child/young person being abused within our organisation

- Inform the designated child protection worker within Bishopbriggs School of Music or another member of management in their absence.
- Make a written record of all the details of the facts known to you as soon as possible and give this to the designated child protection worker.

#### **If a participant informs you of abuse by someone else**

- Stay calm, do not be shocked and try to act normally.
- Allow the individual to speak freely without interruption, but do not question them or attempt to investigate yourself.
- Offer support and reassurance, assure them that you believe what they say.

- Explain that you cannot keep this a secret (never make promises not to report allegations) explain you will report it to the designated child protection worker or other member of management.
- Report as outlined above.

**In all cases you must refer allegations appropriately you must not try to deal with possible cases of abuse in your own.**

### **Contacts**

#### **Designated Child protection worker within organisation: Paul Bain**

On behalf of Bishopbriggs School of Music, the undersigned, will oversee the implementation of the Child Protection Policy and Guidelines and take all necessary steps to ensure it is adhered to.



**Name Paul Bain**

**Email address paul@towncrossmedia.com**

**Telephone number 07757431110**

#### **Supporting Child protection worker within organisation: Katie O'Neil**

Our supporting Child Protection worker will be available to provide assistance to our Designated Child Protection worker to carry out their role. The supporting Child Protection worker will also carry out all main duties in the absence of the Designated Child Protection worker.



**Name Katie O'Neil**

**Email address kateekrossmedia@gmail.com**

**Telephone number 07398095550**

**Complaints in relation to either Child Protection worker can be raised with either Peter or Lee O'Neil through the usual channels**

### **Review**

This policy and guidelines will be regularly reviewed:

- In accordance with changes in legislation and guidance on children's rights or following any changes within Bishopbriggs School of Music.
- Following any issue or concern raised about children's rights being denied within Bishopbriggs School of Music
- In all other circumstances, at least every two years.  
(Date of next scheduled review March 2022)