

The Brook Street Band Safeguarding and Child & Vulnerable Adult Protection Policy

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1. Policy Statement

The Brook Street Band sometimes works with children and occasionally vulnerable adults in education and community settings. We are committed to the wellbeing and safety of every child and vulnerable adult with whom we work. We will also protect the welfare of our musicians by educating them on best practice in relation to working with young people and vulnerable adults. All staff and freelance musicians with whom we work with young people or vulnerable adults/in education and community settings will be supplied with this Policy and Code of Conduct.

This Policy applies to all staff, players, project leaders and volunteers engaged by The Brook Street Band on a permanent, temporary or freelance basis. In this context, ‘child’ refers to anyone under the age of 18, as defined by the Children Act 1989. ‘Vulnerable adult’ refers to anyone aged 18 or over who, because of disability, could be vulnerable to abuse e.g. an adult with mental health problems, learning disability or communication impairment. ‘Vulnerable adult’ also applies to any young adult working with The Brook Street Band, and workers in a relationship of trust or a duty of care (e.g. conservatoire or adult students). ‘Regulated activity’ is defined as activity involving a child which is a) frequent – at least once a week or b) intensive – at least four times in a thirty day period.

The Brook Street Band Safeguarding Officer is Tatty Theo. The Safeguarding Officer will ensure that the Policy is reviewed annually and approved by the Board of Trustees.

2. Code of Conduct

All members of The Brook Street Band and staff have a responsibility to the children and vulnerable adults with whom they work. This Code of Conduct provides clear guidance on how to meet these responsibilities and ensure that participants in our education and outreach projects are listened to, valued and respected as individuals.

All projects should have risk assessments; when running a project, undertake to provide a risk assessment including the stipulation that a teacher is present at all times.

Principles

- We put the dignity, wellbeing and safety of every participant/student above all else.
- We seek to achieve a balance between artistic outcomes and the social, emotional, intellectual and physical needs of the participants/students we work with.
- We recognise that the relationship between our members and participants/students is based on mutual trust and respect and must remain professional and appropriate at all times
- The feelings and concerns of any participant/student, their parent or carer, are listened to and acted upon appropriately.
- We work in an open and accountable manner at all times and never under the influence of alcohol, drugs or any illegal substance.

Procedures

- **Do** make sure that a member of staff from the organisation you are working with is present, or nearby, at all times. If you have any concerns at any time, please speak to this person.
- **Don't** work alone with a participant or group of participants. If this is unavoidable, make sure you are within sight or hearing of others – use a room that passing staff can see into or make sure the door is left open. Please note that only those who have passed an Enhanced DBS Check are allowed to work in one-to-one situations.
- **Do** think before you have physical contact with a participant. Demonstration of techniques may require physical contact but wherever possible try to find an alternative: can you or another student demonstrate for the participant to follow? If not, ask the participant's permission and explain what you are going to do and why. If you sense they are uncomfortable, do not use physical contact. Never use physical contact in a situation where you find yourself obliged to work alone with a participant.
- **Don't** use the same toilets or dressing rooms as participants. In schools, colleges and community venues, you should use the designated staff toilets.
- **Don't** take participants to the toilet or do anything of a personal nature for them. Find a member of staff and tell them what the situation is.
- **Do** discreetly ask if you are unsure about anything (for example, a child does not appear to be comfortable or respond to questions: is there a reason for this? You may find that the child has a hearing impairment or does not speak English as a first language).
- **Don't** give a participant a lift in your car or other vehicle.
- **Don't** exchange money or any personal details with a participant.
- **Don't** discriminate against a participant because of age, gender, disability, culture, language, racial origin, religious belief or sexual identity.
- **Do** be vigilant and mindful that some participants may misinterpret the actions of adults and find even good intentions to be intrusive or intimidating.
- **Do** offer encouragement and praise to participants.
- **Do** refer any concerns about a child's welfare to a member of staff at the school or community organisation you are working in (see *Reporting Concerns* below).
- **Don't** photograph or film children unless specifically instructed to do so and with the prior consent of parents/carers.
- **Don't** meet with participants outside of organised activities, unless with the knowledge and consent of the parents/carers.

3. Reporting Concerns or Allegations of Abuse

It is generally accepted that there are four main forms of abuse

1. **Physical abuse** – including hitting, shaking, throwing and burning. Failure to act to protect a child or vulnerable adult from such actions is also considered to be physical abuse
2. **Emotional abuse** – the persistent emotional ill-treatment of a child or vulnerable adult, which can include making a person feel worthless, unloved or inadequate
3. **Sexual abuse** – which includes activities that may involve physical contact, or non-contact such as involving children in looking at pornographic material. Sexual activities with a child are abusive regardless of whether or not the child is perceived to consent.
4. **Neglect** – the persistent failure to meet a child or vulnerable adult's needs.

It is important that you challenge unacceptable or unsafe behaviour either directly if there is no teacher or responsible person present, or indirectly via a teacher. Sanctions or reprimands which are in any way humiliating, or make a person look or feel foolish in front of others, are not acceptable. In all cases, you must report any suspicions or allegations of abuse or bullying, whether by an adult or child.

Reporting procedures

- Listen to what the child or vulnerable adult says, without making any suggestions yourself. Do not interrupt them or ask any questions, unless you genuinely need to clarify what they have said. If this is the case, only question them once.
- Do not promise total confidentiality, but explain whom you must tell and why. Do reassure them that they have done the right thing by telling you.
- Write everything down as soon as you possibly can, including body language and anything you didn't quite understand. Please make your notes as clear as possible as they may need to be read by a third or fourth party outside of The Brook Street Band.
- If the child or vulnerable adult is part of a group with a teacher/carer, the teacher/carer should be told immediately if appropriate. If an allegation has been made against anyone in the group, or against a teacher/carer, this needs to be referred to the Safeguarding Office immediately, even if you are in the middle of a workshop or rehearsal, and this matter should then be referred by the Safeguarding Officer to the appropriate person in the school or host institution.
- The Safeguarding Officer should alert the named Trustee to all such matters as soon as practicable. The named Trustee will arrange to meet you at the earliest convenience and take appropriate advice. If you have had the opportunity to write your account of events by then, you should bring a copy of this with you. *Please see appended incident reporting form.*
- In the Safeguarding Officer's absence, or if the allegation is against the Safeguarding Officer, you should instead immediately inform the named Trustee or Chair who will then take advice on how to proceed and how to follow up on the incident if appropriate.
- If you feel that a young person is in immediate danger, contact the police immediately.

4. Media

No photographs or video footage should be taken of children or vulnerable adults without the prior consent of the school, community organisation, parent or carer. In the event that written consent has been granted, the following guidelines should be observed:

- All children and vulnerable adults featured should be appropriately dressed.
- Where practical, the photograph and footage should focus on the participants in an activity not on a particular person. Include the project leader or Brook Street Band members in the photograph and footage whenever it is possible to do so.
- Photographs and video footage should be representative, accurate and sensitive to religious and cultural beliefs.
- Particular care must be taken when it is known that a child or vulnerable adult is particularly vulnerable (eg the subject of a child protection issue.)
- Guest photographers or other representatives of the media must follow The Brook Street Band's Code of Conduct when working in schools, community settings or with other partner organisations.

- A school or partner organisation may have its own guidelines concerning media coverage to which you should also adhere. Please always enquire about this before setting out to take photographs or film any aspect of a project.

5. Virtual and digital events

It is expected that all viewers and online participants will abide by UK Government safeguarding policies.

6. Information and records

All reports and logs (including personnel records) will be kept securely and confidentially in line with the DBS Code of Practice for registered bodies.

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