



Registered Charity No 1157262

## DUXFORD SATURDAY WORKSHOP TRUST

# **CHILD and VULNERABLE ADULT PROTECTION POLICY**

## PART 1 – INTRODUCTION

### **STATEMENT OF INTENT**

Duxford Saturday Workshop is committed to the safeguarding of children and vulnerable adults and ensuring their physical, mental and developmental well-being. Specifically:

- We aim to listen and relate effectively to children, young people and vulnerable adults whilst valuing them and ensuring their protection within Workshop activities
- We believe every member of Workshop should be valued, safe and happy. We want to make sure that people we have contact with know this and are empowered to tell us if they are suffering harm.
- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to help prevent the physical, sexual, psychological, financial and discriminatory abuse and neglect of adults and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of adults at risk of harm and will ensure all our policies and procedures reflect this.
- We will ensure that tutors and managers are offered support and guidance
- We will have a clear and approved system for dealing with concerns about possible abuse

- We will maintain and regularly review procedures, which are designed to prevent and to be alert to such abuse
- We will maintain good links with the statutory child care authorities
- We believe all adults should enjoy and have access to every aspect of the life of the organisation unless they pose a risk to the safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children and adults at risk of harm.

## **AREAS OF POLICY**

Duxford Saturday Workshop Trust recognises that children, young people and vulnerable adults can be victims of physical, sexual and emotional abuse. Accordingly, it has adopted the policy contained in this document (hereinafter ‘the policy’). The policy sets out agreed guidelines relating to the following areas:

- responding to allegations of abuse, including those made against tutors or managers of Duxford Workshop
- appointing tutors and managers
- supervision of activities and practical issues
- helping victims of abuse

Duxford Saturday Workshop Trust recognises the need to build constructive links with the childcare agencies. For this reason these guidelines have been prepared in consultation with Cambridgeshire County Council, the PCCA’s Churches Child Protection Advisory Service (CCPAS) and has also referred to the latest HMRC document “Keeping Children Safe in Education, 2020”.

The content of the policy is made known to all Workshop tutors and managers.

### **Remote classes and tuition**

In the light of the global pandemic, it is possible that some musical activities will take place online, for example, Facebook live stream and video call, Zoom, WhatsApp video, Microsoft Teams or other such methods. Duxford Saturday Workshop has explored and researched the issues surrounding this different way of operating, looking particularly at the Gov.uk document “Safeguarding and remote education during Coronavirus (Covid-19)” and NSPCC Learning’s “Undertaking remote education safely”.

It is important to protect tutors, children and vulnerable adults whilst engaging in musical activities in this way, and the key guidelines are as follows:

### **Which platform will you use?**

Always make sure the platform you are using is suitable for the children’s age group, stage of development and ability. Double check the privacy settings.

## **Consent**

You should make sure parents, carers and children understand the benefits and risks of online lessons and get written consent for children to be involved. Workshop will provide a pro forma to use with online tuition.

## **Hosting a livestream**

Hosting a livestream means any situation where you instigate, publish and are responsible for streaming online content.

### **When hosting a livestream**

- Consider which platform to use since free platforms such as YouTube or Facebook Live do not allow you to restrict the audience
- consider inviting your pupils to register to watch the stream and issue a log in and password
- familiarise yourself with the privacy settings and know how to report any offensive or abusive content

## **Maintaining professional boundaries**

- Teaching online is different to teaching face-to-face but adults should always maintain professional relationships with children and young people.
- If you're recording or live streaming lessons, make sure you are in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- You may wish to consider having another adult nearby

## **Contacting children at home**

Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk.

*And as with any regular face to face teaching, if anything causes you concern, please contact one of the named Designated Safeguarding Leads on p.8 of this document as soon as possible.*

## PART 2 – BACKGROUND INFORMATION

### **DEFINING ABUSE**

*The definitions of child abuse recommended as criteria throughout England and Wales by the Department of Health, Department for Education and Employment and the Home Office in their joint document, 'Keeping Children Safe in Education' (2018) are as follows:*

#### **Abuse and Neglect**

Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Children, young people and vulnerable adults may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, young person or adult. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen Syndrome by proxy.

#### **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on the person's emotional development. It may involve conveying to the individual that he/she are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing individuals frequently to feel frightened or in danger, or the exploitation or corruption of the individual. Some level of emotional abuse is involved in all types of ill-treatment of an individual, though it may occur alone.

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, whether or not the person concerned 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 individuals looking at, or involved in the production of, pornographic material or watching sexual activities, or encouraging the individual to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet an individual's basic physical and/or psychological needs, likely to result in the serious impairment of his/her health or development. It may involve a parent or 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, an individual's basic emotional needs.

### **Organised abuse**

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children, young people and vulnerable adults. The abusers concerned may be acting in concert to abuse, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse. Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes or schools.

(A child, young person or vulnerable adult may suffer more than one category of abuse).

## **RECOGNISING AND RESPONDING TO ABUSE**

The following signs may or may not indicate that abuse has taken place, but the possibility should be considered.

### **Physical signs of abuse:**

- any injury not consistent with the explanation given for them
- injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- injuries that have not received medical attention
- neglect e.g. undernourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- reluctance to change for, or participate in, costume drama activities
- repeated urinary infections or unexplained tummy pains
- bruises, bites, burns, fractures etc. that do not have an accidental explanation
- cuts/scratches/substance abuse

### **Indicators of possible sexual abuse:**

- any allegations made by a child, young person or vulnerable adult concerning sexual abuse
- child, young person or adult with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- sexual activity through words, play or drawing
- child who is sexually provocative or seductive with adults
- inappropriate bed-sharing arrangements at home

- severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- eating disorders e.g. anorexia, bulimia

**Emotional signs of abuse:**

- changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/aggression, extreme anxiety
- nervousness, frozen watchfulness
- obsessions or phobias
- sudden under-achievement or lack of concentration
- inappropriate relationships with peers and/or adults
- attention-seeking behaviour
- persistent tiredness
- running away/stealing/lying

**Detailed procedures where there is a concern that an adult is in need of protection: Suspicions or allegations of abuse or harm including: physical, sexual, organisational, financial, discriminatory, neglect, self-neglect, forced marriage, modern slavery, domestic abuse.**

If there is concern about any of the above, Safeguarding Co-ordinator/Deputy will:

- Contact the Adult Social Care Team who have responsibility under the Care Act 2014 to investigate allegations of abuse.
- If the adult is in immediate danger or has sustained a serious injury contact the Emergency Services, informing them of any suspicions.
- The Care Act places the duty upon **Adult Services** to investigate situations of harm to adults with care and support needs. This may result in a range of options including action against the person or organisation causing the harm, increasing the support for the carers or no further action if the 'victim' chooses for no further action and they have the capacity to communicate their decision. However, this is a decision for Adult Services to decide not Duxford Saturday Workshop.

## **HOW TO RESPOND TO A CHILD, YOUNG PERSON OR ADULT WANTING TO TALK ABOUT ABUSE**

### **General points:**

If a child/young person/adult starts to talk about experiences of abuse then he/she must be listened to without interruption but with assurance that they can continue or stop at any point. Questions and prompting may confuse or even generate fear and it must be remembered that they may have been threatened or bribed not to tell. The child/young person's/adult's feelings and involvement in addressing the situation are of utmost importance. To ignore him/her is to compound the feeling of helplessness already experienced in the abuse situation and even when a child has broken a rule he/she is not to blame for the abuse.

### **Helpful things to do and say:**

- Show acceptance of what the individual says (however unlikely the story may sound)
- Keep calm
- Look at them directly
- Be honest
- "I believe you"
- "Thank you for telling me"
- "It's not your fault"
- "I will help you"
- Tell them you will need to let someone else know

### **Things not to say or do:**

- "Why didn't you tell anyone before?"
- "I can't believe it!"
- "Are you sure this is true?"
- "Why? How? When? Who? Where?"
- "I am shocked"
- "Don't tell anyone else"
- Never push for information; if the person decides not to tell after all, then accept that and let him/her know that you are always ready to listen.
- Don't promise confidentiality

### **Concluding:**

- Reassure the person that he/she was right to tell you and show acceptance
- Let him/her know what you are going to do next and that you will let them know what happens
- Make notes as soon as possible (preferably within one hour of the conversation) recording exactly what was said by the person, what was said in reply, what was happening immediately beforehand and the date and time of the conversation and the

writing of the report. Keep all hand written notes. Such records should be kept safely for an indefinite period

- Follow the procedure set out in this policy 'What to do if abuse is suspected'.
- Consider one's own feelings and seek pastoral support if needed.

## PART 3 – POLICIES

### **APPOINTMENT OF LINK PEOPLE**

Two 'link' people shall be appointed who have responsibility for the co-ordination and implementation of child protection procedures.

1. The appointment/s shall be ratified by the Trustees
2. A 'link' person should ideally be someone with experience of working in children/youth/social services context
3. The person must be capable of being sympathetic to young people and children but objective in the pursuance of their task – with an ability to cope with the shock and upset abuse allegations may produce
4. The person must be able to act confidentially, speedily and decisively, relating well to statutory authorities, parents/carers etc.
5. The person should be willing to undergo training in procedures and be prepared to brief tutors, managers, Trustees and meetings on appropriate policies, procedure development and review their effectiveness.
6. The person shall keep the Trustees informed as appropriate
7. The person shall be alerted to opportunities for support and networking with others.

In Duxford Saturday Workshop the people appointed as 'link' people (hereinafter referred to as the Co-ordinator and Deputy Co-ordinator) for child protection are:

**1.** ARWEN GILBERT      Date of appointment      30<sup>th</sup> November 2013

**2.** DR MONICA BELL      Date of appointment      8<sup>th</sup> November 2014

### **APPOINTMENT OF TUTORS AND MANAGERS**

In selecting tutors and managers the Director of Duxford Saturday Workshop Trust will:

1. Communicate with the candidate and establish:
  - what the task will involve
  - time commitment required
  - person's past experience and training
  - support expected/offered

2. Seek clarification of the candidate's suitability from previous associates
3. Confirm appointment verbally
4. Appointment will be reported to the Trustees but their formal approval is not required

All tutors and managers, (over the age of 16) will be required to:

5. Complete a Registration Form
6. Obtain a DBS Enhanced Disclosure
  - i. Until clearance certificates have been issued no tutor or manager shall be in sole charge of children/young people
  - ii. Any disclosure information shall be evaluated by the Director and Workshop's DBS administrator and a confidential report submitted to the trustees if it is considered appropriate that the individual shall, nevertheless, be appointed as a tutor or manager
  - iii. Any disclosed offence against children shall preclude an individual from appointment as a tutor or manager
  - iv. The Director's decision in such matters is final
7. Tutors and managers will be given opportunities to meet together with the Director to reflect on work, review plans, discuss work programmes and areas of concern including issues relating to discipline

## **ARRANGEMENTS FOR SUPERVISION AND MANAGEMENT OF ACTIVITIES**

1. As far as possible an adult is not left alone with a child, young person or vulnerable adult where there is little or no opportunity of the activity being observed by others. This may mean groups working within the same large room or working in an adjoining room with the door left open. This good practice can be as much benefit to the adult as to the young person, child or vulnerable adult.
2. Tutors should be aware that their contact with young people, children and vulnerable adults in the course of their time at Duxford Saturday Workshop puts them in a relationship of trust (i.e. in a position of power or influence over another by virtue of their tutorage or the nature of the activity, both within and outside of Workshop hours).
3. No relationship shall be encouraged in which either the child, young person or vulnerable adult could be at risk. Nothing should occur that gives rise for ambiguity or misunderstanding.
4. Duxford Saturday Workshop undertakes to follow the principles found within the Abuse of Trust guidance issued by the Home Office. It will therefore be unacceptable for people in a position of trust to engage in any behaviour that might allow a sexual relationship to develop whilst that relationship of trust continues.
5. In the event of a tutor being a young person any concern that they have regarding adult behaviour or any issue that makes them feel uncomfortable must be discussed with the Director without delay. Any adults tutored by young people will be made aware of this policy.

## **GUIDELINES ON TOUCH**

Duxford Saturday Workshop recognises that in the process of teaching a musical instrument there are times when it is necessary for a tutor to touch a student. It is important to sustain wholesome physical interaction for the wellbeing of children, young people and adults. This must be transparent and in public view. In line with this Duxford Saturday Workshop adheres to the following good practice guidelines:

1. Parents/guardians will be alerted to the need for children to be touched in the course of tuition through the registration process
2. On occasions when a learner needs to be touched as part of the tuition process their consent will be sought
3. Physical contact is to be avoided wherever possible if a child/vulnerable person is in the sole care of an adult.
4. Touch shall be related to the student's needs, not the tutor's
5. Touch should be age appropriate
4. Any physical activity that is, or may be thought to be, sexually stimulating to the adult or the child shall be avoided

6. Children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention
7. Tutors should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything that could be misconstrued.
8. Concerns about abuse should always be reported.

## **BEHAVIOUR POLICY**

Duxford Saturday Workshop believes that people learn best in an ordered environment in which everyone knows what is expected of them, and all members are free to learn without fear of being hurt. It is hoped that children will develop self-confidence and self-esteem in an atmosphere of mutual respect and encouragement. In order to achieve this:

1. All newcomers, both adults and children, will be made aware of the rules governing the conduct of the group and the behaviour of the children
2. Tutors will try to provide a positive model for the children with regard to friendliness, care and courtesy
3. Tutors will praise and endorse desirable behaviour such as kindness
4. Tutors will value cultural diversity

When members behave in unacceptable ways:

5. Physical punishment, such as smacking or shaking, will be neither used nor threatened
6. They will never be sent out of the room by themselves
7. Techniques to single out and humiliate individuals will not be used
8. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame and parents will be informed
9. It will always be made clear to those in question that it is the behaviour and not the child that is unwelcome
10. Adults will not raise their voices in a threatening way
11. Children will be handled in a developmentally appropriate pattern, with respect for individual children's levels of understanding and maturity
12. Recurring problems will be tackled in partnership with the Director and the child's parent/guardian
13. If a child/young person is disruptive an attempt will be made to speak to the individual to request that the behaviour stops and to find out the cause(s) of upset. If the behaviour continues the matter will be referred to the Director and the child and their parent/guardian will be warned that they will be asked to leave if the behaviour continues and that continued disruptive behaviour might result in longer term exclusion.

## **USE OF PHOTOGRAPHS**

Photographs for display at Workshop, use in the press or on its website may be taken only if, using GDPR guidelines, permission has been received from adults whose photographs may be used and the parents of children who may be photographed.

Photographs used publicly will not:

- name children
- be of one child alone or close-up

Photographs used publicly will only:

- show activities and groups with obvious adult supervision

Photographs used within the organisation will be general and will be displayed without surname or any identification of home address or contact details

## PART 4 – PROCEDURES

### **WHAT TO DO IF ABUSE IS SUSPECTED**

Concerns must be reported as soon as possible to the Co-ordinator, namely Arwen Gilbert tel: 07918 165450. In the absence of the Co-ordinator the matter should be brought to the attention of the Deputy Co-ordinator Monica Bell tel: 01223 894434.

Where the concern is about a child the Safeguarding Co-ordinator or Deputy will contact Children's Social Services. Where the concern is regarding an adult in need of protection, they will contact Adult Social Services.

If the suspicions in any way involve the Co-ordinator then the report should be made to the Deputy Co-ordinator. If the suspicions in any way implicate both the Co-ordinator and the Deputy Co-ordinator, then the report should be made in the first instance to Cambridgeshire Social Services between 8.00am and 6.00pm on 0345 045 5203 and out of hours 01733 234724. Advice may also be obtained from the NSPCC (0808 800 5000) and Childline (0800 1111). If you believe a child is in imminent danger call the police on 999.

Suspicious must not be discussed with anyone other than those nominated above.

It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies, although it is hoped that members of Duxford Saturday Workshop will use the policy and procedures detailed in this document. If, however, it is felt that the Co-ordinator or Deputy has not responded appropriately to concerns, then the relevant organisation can be contacted directly. It is hoped that by making this statement that Duxford Saturday Workshop Trust demonstrates its commitment to effective child protection.

## **ALLEGATIONS OF PHYSICAL INJURY OR NEGLECT**

If a child has a physical injury or symptom of neglect, the Co-ordinator will:

1. Contact Social Services for advice in cases of deliberate injury or where concerned about the child's safety. The parents should not be informed by Workshop in these circumstances.
2. Where emergency medical attention is necessary it will be sought immediately. The Co-ordinator will inform the doctor of any suspicions of abuse.
3. In exceptional circumstances it might be necessary to make a referral to Social Services or the Police to prevent a child or young person returning home if it is considered that they are seriously at risk of future abuse
4. In other circumstances speak with the parent/carer and suggest that medical help/attention is sought for the child. The doctor, or Health Visitor, will then initiate further action if necessary.
5. If appropriate the parent/carer will be encouraged to seek help from the Social Services Department.
6. Where the parent/carer is unwilling to seek help, if appropriate, the Co-ordinator will offer to go with them. If they still fail to act, the Co-ordinator should, in cases of real concern, contact Social Services for advice.

## **ALLEGATIONS OF SEXUAL ABUSE**

In the event of allegations or suspicions of sexual abuse, the Co-ordinator will:

1. When the informant is an adult, clarify the nature of the allegation or suspicion, details of the child/children and family/families involved, any relevant information relating to the person against whom the allegation is made, dates and times of the incident as appropriate and details of any others involved and/or any witnesses. A detailed record should be kept, dated and signed.
2. Contact the Social Services duty social worker for children and families or Police Child Protection team directly. The Co-ordinator will NOT speak to the parent or anyone else.
3. Under no circumstances will the Co-ordinator attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the Co-ordinator is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Social Services Department, whose task it is to investigate the matter under Section 47 of the Children's Acts 1989.
4. Whilst allegations or suspicions of sexual abuse will normally be reported to the Co-ordinator, the absence of the Co-ordinator or Deputy should not delay referral to the Social Services Department.
5. Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the Co-ordinator or Deputy as to the appropriateness of a referral to the Social Services Department, that person retains a responsibility as a member of the public to report serious matters to the Social Services Department, and should do so without hesitation.
6. When an allegation or suspicion of abuse involves a volunteer or employee of Duxford Saturday Workshop, the person against whom the allegation is made should be told not to attend Workshop during the investigations. In such a circumstance the practice of a short-term suspension pending the outcome of any investigation is a measure used to protect the person under suspicion as well as the child. Appropriate care and pastoral support for the person under suspicion should not be given by the same person offering support to any alleged victim or informant.
7. At the conclusion of any investigation, opportunities should be created for all those who have been involved in any supportive capacity to debrief and obtain any support they may need themselves.
8. The Trustees will support the Co-ordinator or Deputy in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need-to-know basis.

**This document is based on a Model Child Protection Policy supplied by the Churches Child Protection Advisory service.**

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