



World Heart Beat Music Academy

Child Protection & Safeguarding Policy

March 2021

Appendix A: A range of contacts and agencies

Related Documents:

- Equal opportunities Policy
- Health and Safety Policy
- Appendix A of H & S Policy (risk assessment form for trips)
- Appendix B of H & S Policy (incident report form)
- Appendix C and D of H & S Policy (How social media is used to encouraged to travel to Syria and Iraq and prevention advice – briefing)
- Complaints Procedure Policy Safeguarding Vulnerable Adults Policy

Welfare Officer: Sahana Gero

1. Child Protection Policy

1.1. Introduction

Everyone who participates in The World Heart Beat Music Academy is entitled to do so in an enjoyable and safe environment. The World Heart Beat Music Academy has a moral and legal obligation to ensure that – when given responsibility for young people, teachers, leaders and volunteers – they provide the highest possible standard of care.

The World Heart Beat Music Academy is committed to devising and implementing policies, so that everyone in the Academy accepts their responsibilities to safeguard children from harm and abuse. This means that everyone should follow the procedures to protect children and to report any concerns about their welfare to the appropriate authorities.

The aim of the policy is to promote good practice – providing children and young people with appropriate safety/protection whilst in the care of World Heart Beat Music Academy – allowing staff and volunteers to make informed and confident responses to specific child protection issues.

A child/young person is defined as a person under the age of 18 (Children’s Act 1989).

1.2. Policy Statement

The World Heart Beat Music Academy is committed to the following:

- the welfare of the child is paramount
- all children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in the Academy's activities in a fun and safe environment
- to take all reasonable steps to protect children from harm, discrimination and degrading treatment, and to respect their rights, wishes and feelings
- to take all suspicions and allegations of poor practice or abuse seriously – responding both swiftly and appropriately
- all World Heart Beat Music Academy employees who work with children will be recruited with regard to their suitability for that responsibility, and will be provided with guidance and/or training in good practice and child protection procedures
- to work in partnership with parents and children, which is essential for the protection of children

1.3. Monitor and review the policy and procedures

The implementation of procedures must be regularly monitored and reviewed.

The welfare officer must regularly report progress, challenges, difficulties, achievements gaps and areas where changes are required to the management committee.

The policy must be reviewed every 3 years or whenever there is a major change in the organisation or in relevant legislation.

2. Promoting Good Practice

2.1. Introduction

To provide children with the best possible experience and opportunities at the World Heart Beat Music Academy everyone must operate within an accepted ethical framework such as The Youth Music's Mentors Code of Conduct.

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees or participants at The World Heart Beat Music Academy to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse, and to act if they have concerns about the welfare of the child, as explained in section 4.

This section will help you identify what is meant by good practice and poor practice.

2.2. Good Practice

All personnel should adhere to the following principles and actions:

- always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- make the experience of the World Heart Beat Music Academy fun and enjoyable: promote fairness, confront and deal with bullying
- treat all young people equally and with respect and dignity
- always put the welfare of the young person first
- maintain a safe and appropriate distance with players (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them)
- avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so

long as it is neither intrusive nor disturbing and the young person's consent has been given

- involve parents/cares wherever possible, e.g. where young people need to be supervised in changing rooms, encourage parents to take responsibility for their own child. If groups have to be supervised in changing rooms always ensure parents, and staff etc work in pairs
- request written parental consent if World Heart Beat Music Academy's staff are required to transport young people in their cars
- gain written parental consent for any significant travel arrangements e.g. overnight stays
- ensure that if mixed groups are taken away, they should always be accompanied by a male and female member of staff
- be an excellent role model, this includes not smoking or drinking alcohol in the company of young people
- always give enthusiastic and constructive feedback rather than negative criticism
- recognise the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for club or personal achievements
- keep a written record of any injury that occurs, along with details of any treatment given

2.3. Poor Practice

The following are regarded as poor practice and should be avoided by all personnel:

- unnecessarily spending excessive amounts of time alone with young people away from others
- engaging in rough, physical or sexually provocative games
- allow or engage in inappropriate touching of any form
- allowing young people to use inappropriate language unchallenged
- making sexually suggestive comments to a young person, even in fun
- reducing a young person to tears as a form of control
- allow allegations made by a young person to go unchallenged, unrecorded or
not acted upon
- do things of a personal nature that the young person can do for themselves

When a case arises where it is impractical/impossible to avoid certain situations e.g. transporting a young person in your car, the tasks should only be carried out with the full understanding and consent of the parent/care and the young person involved.

If during your care you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as soon as possible to another colleague and make a written note of it. Parents should also be informed of the incident.

3. Defining Child Abuse

3.1. 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 – including sports and leisure activities. 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 of its 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.

3.2. 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 of, or deliberately induces illness in a child. Proxy calls this Munchausen's syndrome.

FGM would also come into this category of abuse...

FGM is female genital mutilation, which comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK, and is a form of child abuse with long-lasting harmful consequences. It is statutory to report this to the police. The practice of FGM can be found mainly amongst communities from sub-Saharan Africa, but can also be practiced in communities in the Middle East. The average age for this procedure tends to be ten to twelve.

Signs of FGM...

A girl may:

- save difficulty walking, sitting or standing
- spend longer than normal in the bathroom/toilet
- display unusual behaviour after an absence from school or college
- be reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to
- embarrassment or fear

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.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including Cyberbullying), causing children to feel constantly

frightened or in danger. Ill-treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Emotional abuse in music may occur when the young person is constantly 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.

Signs of emotional abuse...

- a child who is constantly blamed for things that go wrong
- a child who is made to carry out tasks inappropriate to their age
- a child who is not allowed to do usual childhood activities
- a child in a household where there are arguments and violence

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).

With regard to music teaching, learning and performance, bullying may arise when a parent or teacher pushes the young person too hard to succeed, or a rival musician or official uses bullying behaviour.

Signs of bullying include...

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go orchestra 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 frequent loss of possessions

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Refusal to give love, affection and attention can also be a form of neglect.

In music, there could be signs of 'over practice' leading to an injury.

Signs of neglect...

- a child who always appears dirty and smelly
- a child who looks thin and ill
- a child with untreated illnesses
- inadequate or unsuitable clothing for weather conditions
- a child who suffers repeated accidents
- a child who is not safely supervised
- a child who does not respond when given attention

- a child who excessively craves attention and affection from an adult

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. Abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse.

Signs of sexual abuse...

- a child who displays sexual knowledge or behaviour inappropriate for their age
- Injuries to private areas of the body
- a child who is being encouraged into a secretive relationship with an adult
- a child who hints at sexual activity through words, play or drawings
- a child who has a sexually transmitted infection

Sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Exploitation doesn't always involve physical contact and can happen online.

Signs of exploitation...

- children may appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol

- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or don't take part in
- education

3.3. Indicators of Abuse across the four types

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

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 at The World Heart Beat Music Academy to decide that child abuse is occurring.

It **IS** their responsibility to act on any concerns.

Use of Photographic/Filming Equipment at Events

There is evidence, in society, that there are some people who have used events with children as an opportunity to take inappropriate photographs or film footage of young people. Everyone involved in any filming of any kind should be vigilant at all times, and any concerns should be reported to the World Heart Beat Welfare Officer, Sahana Gero.

The World Heart Beat Music Academy's policy is to obtain written permission from all parents/carers for any photos/video to be used for Academy publicity purposes.

4. The Prevent Strategy

As professionals in an organisation we have a duty to be able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified.

What is extremism?

It is a vocal or active opposition to fundamental British values including Democracy, rule of law, individual liberty and mutual respect, tolerance of different faiths and religions.

What is radicalisation?

This can be defined as 'The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'

Through our education we have a responsibility to address key components of British values implicitly and explicitly and through other aspects of provision.

If you believe that a child is at risk of becoming radicalized or you become aware that they are potentially being groomed into radicalization then you must inform the welfare officer. This information will then be shared with children's services.

4.1. Social Media

- Any adult working at the WHBMA should be aware of the dangers of having friends, followers, text buddies, or being on any friends' lists on any social media sites or applications, of any students at the Academy.
- If a student is requesting your personal friendship via media sites, you should decline all such requests.
- Students should not be on contact lists on staff personal mobile phones apart from their own class list to be used for official messages.
- Whilst on trips, the official WHBMA mobile taken on the trip can be used to contact students if necessary.

- Facebook is a site that is very important communication vehicle for the WHBMA to share musical events, but the inherent dangers should be recognised by staff.

5. Responding to Suspicions and Allegations

5.1. Introduction

It is not the responsibility of anyone working in The World Heart Beat Music Academy in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, **it is a responsibility** to act on any concerns through contact with the appropriate authorities so that they can then make inquiries and take necessary action to protect the young person. This applies **BOTH** to allegations/suspicions of abuse occurring within, The World Heart Beat Music Academy and to allegations/suspicions that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions.

5.2. Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused, you should:

- **stay calm** so as not to frighten the young person
- **reassure** the child that they are not to blame and that it was right to tell
- **listen** to the child, showing that you are taking them seriously
- **keep questions to a minimum** so that there is a clear and accurate

- understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify
- **inform** the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.
- **safety of the child** is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue
- **record** all information
- **report** the incident to the Welfare Officer

Contact details and useful information:

The Welfare Officer of The World Heart Beat Music Academy is Sahana Gero

Telephone: 07973 631 203 E-mail: sahana@worldheartbeat.org

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 If you are worried that a child/young person is at risk harm or abuse, contact
Wandsworth's Multi Agency Safeguarding Hub (MASH)

Telephone: 020 8871 7899

Telephone outside of normal office hours

(after 5pm weekdays or on weekends): 020 8871 6000

Email: mash@wandsworth.gov.uk

Wandsworth MASH
 Family and Community Service
 Children's Social Care, Children Services
 2nd Floor Town Hall Extension
 Wandsworth High Street
 London, SW18 2PU

The reception is open to the public 9.30am to 4.30pm.

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 NSPCC Free phone Child Protection 24 hours Helpline

Telephone: 0800 800 5000

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IN AN EMERGENCY contact the Police - CALL 999