

World Heart Beat Music Academy

Safeguarding Policy & Procedure for Child Protection & Protection of Adults at Risk



1. Introduction

World Heart Beat Music Academy (WHB) seeks to provide an environment where everyone can work safely, and the risk of harm to children who engage with the charity's activities and the programmes we provide at the academy, or in partnership with other agencies and/or community voluntary sector organisations, is minimised.

It is the responsibility of WHB to safeguard the welfare of children, young people and adults at risk, involved in the work we do, by protecting them from neglect, physical, sexual or emotional abuse. This includes raising the awareness of all staff concerning child protection issues and ensuring a clear understanding of their responsibilities in keeping everyone who is engaged in our activities safe through the provision of regular training and carrying out relevant risk assessments on our activities.

The purpose of this document is to set out WHB's Safeguarding policy and procedures for the protection of children, young people and adults at risk who come in to contact with WHB. The document applies to all WHB staff, including apprentices, trustees, volunteers, freelancers and consultants and the policy and procedures applies to all of WHB's activities.

For the purposes of this policy, the use of World Heart Beat Music Academy and WHB is defined as meaning World Heart Beat Music Academy and all of its subsidiaries including World Heart Beat CIC and World Heart Beat Examinations Board.

All adults who come into contact with children, young people and adults at risk in their work have a duty of care to safeguard and promote their welfare.

The purpose of the policy is:

- To protect and safeguard children and young people who access our services. This includes the children of adults who use our services
- To protect and safeguard adults at risk who access WHB services.
- To provide WHB staff with the overarching principles that guide our approach to safeguarding.
- To ensure that all WHB staff are aware of their responsibilities in relation to safeguarding children and adults at risk.
- Provide staff and volunteers with a framework within which to safely manage any concerns they have regarding the welfare of children and adults at risk.

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- No child or group of children must be treated any less favourably than others in being able to use our services

- All children without exception have the right to protection from abuse regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation

Safeguarding is about protecting them from abuse, maltreatment or exploitation, as well as preventing any harm to their health or ability to develop.

2. Policy Statement

World Heart Beat Music Academy (WHB) believes no child, young person, or adult at risk should experience abuse of any kind. We have a responsibility and duty of care to promote the welfare of all our service users, staff, and volunteers and to keep them safe and protected from all forms of harm including physical abuse, emotional abuse, sexual abuse, and neglect. We are committed to practice in a way that protects them.

All staff, including apprentices, trustees, volunteers, freelancers and consultants and anyone else working on behalf of WHB have a duty of care to safeguard children, young people and adults at risk.

We will do this by:

- Taking any concerns seriously, valuing listening to and respecting children, young people and adults at risk
- Adopting safeguarding children and adults' practices through procedures and a code of conduct for staff and volunteers
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support, and training
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about the Adult at Risk policy and good practice with WHB staff
- Sharing information about child protection and good practice with parents and WHB staff
- Sharing concerns with agencies who need to know, involving adults at risk and their carers appropriately and involving parents and children appropriately.

This document sets out WHB's policy and practice guidance for all staff. Where the term staff is used in this policy, it is taken to mean the Senior Leadership Team, Trustees, staff, apprentices, interns, volunteers, freelancers and consultants or anyone working directly with children, young people and adults at risk on behalf of WHB.

3. Responsibility

The Board of Trustees are responsible for ensuring WHB has appropriate policies and procedures in place, to prevent harm being caused by WHB's activities, those acting with or for it, to the people to whom it owes a duty of care, and that these are shared and understood. The Board of Trustees are ultimately accountable if issues arise due to neglect in following WHB's safeguarding policy and procedures.

The Lead Safeguarding Officer, Sahana Gero (Artistic Director) is ultimately responsible for the implementation of WHB's Safeguarding Policy and Procedures.

The Senior Leadership Team are responsible for ensuring that the policy, its procedures and practice guidelines are implemented across their functional areas of responsibility.

The Artistic Director/Lead Safeguarding Officer is responsible for ensuring:

- that resource available to support staff on safeguarding/child protection issues is maintained and updated
- safeguarding implications are constantly reviewed across the scope of the work WHB delivers to young people and are fully considered in the development of all new pieces of work.
- the continued development of WHB's approach to safeguarding, considering and authorising any immediate changes in operational policy required due to a safeguarding incident or near miss
- safeguarding is considered in all appointments of staff (to include trustees, volunteers, freelance staff etc).
- Training of staff is delivered as regularly as is necessary

All Line Managers are responsible for:

- ensuring that staff, trustees and volunteers are able to discuss safeguarding, child protection and abuse issues confidentially and receive guidance and support on action if situations arise
- ensuring the Safeguarding policy is fully implemented in practice and that procedures to support the policy are set up as outlined, complied with and communicated
- ensuring the referral of all safeguarding, child protection issues to the Safeguarding Officer/Deputy Safeguarding Officer. (This may be as simple as discussing a hypothetical issue to protect identities)
- ensuring all reporting staff are aware of their roles and responsibilities under this policy. This must form part of their induction
- ensuring staff and volunteers undertake appropriate and required induction and training in safeguarding/child protection, at the required level relevant to their role
- ensuring all new staff members and volunteers have the required disclosure certificate in place if engaging in regulated activity with young people and that they cooperate with the internal DBS procedure to include checking ID and provision of signed copies of documents with application forms

All Trustees, staff, apprentices, interns, volunteers, freelancers and consultants are expected to adhere to the requirements of this policy and procedures and operate within the codes of conduct* outlined within the various policies that support our work and the code of behaviour which is provided as Appendix C to this document.

* All staff involved in teaching music are expected to operate within an accepted ethical framework such as The Music Education Code of Practice: <https://musicteachers.co.uk/music/code>

Any behaviour by a Trustee, member of staff, apprentices, volunteer, freelancer or consultant that contravenes the terms of this policy and procedure may be considered for disciplinary action, which in turn may lead to dismissal for staff and ending of contracts for apprentices, volunteers, freelancers and consultants and for Trustees being removed from the Trustee Board.

This policy should be read in conjunction with the following World Heart Beat policies and procedures:

- Diversity, Equality and Inclusion
- Health and Safety
- Complaints Procedure
- Whistleblowing
- Recruitment and Selection
- Bullying and Harassment
- Data Protection
- Disciplinary policy and procedure
- Grievance procedure
- IT Security

All of the above can be found on WHB's website at: <https://worldheartbeat.org/policy-documents/>

World Heart Beat's Lead Safeguarding Officer is **Sahana Gero (Artistic Director)**

The Designated Safeguarding Officers are: **Hilary O'Connor (General Manager), Kim Morrison (Head of Programmes)**

The Lead Trustee for Safeguarding is **Corinne Oulton**

Scope of Policy

WHB will work within Local Authority Safeguarding Children and Adults procedures to ensure a multi-agency approach to the management of safeguarding Children and Adults at risk. WHB will ensure that all staff and volunteers comply with best practice and Local Authority guidelines by attending training on Child and Adult Safeguarding, Confidentiality and Consent procedures. Staff will be inducted and supported to enable them to prevent, identify and appropriately manage child and adult protection issues.

Legal Framework – Child Protection

Child protection is part of the safeguarding process and refers to the processes that are undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. A child as defined by the Children's Act 1989, is anyone who has not yet reached their 18th birthday.

This policy has been drawn up based on national and international law and guidance that seeks to protect children, namely:

- Children Act 1989, 2004
- United Convention of the Rights of the Child 1991
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children March 2018

Safeguarding Children

Safeguarding children is defined as the action we take to promote the welfare of children:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring the children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The concept of significant harm

In the Children Act (1989) the concept of significant harm is defined as:

"ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill-treatment of another"; ill-treatment includes sexual abuse and other forms of ill-

treatment which are not physical, and includes impairment of physical or mental health, and of physical, intellectual, emotional, social, or behavioural development.

There are no absolute criteria for how to judge what constitutes significant harm.

No list of abuse can be comprehensive, and WHB staff are encouraged to report any concerns.

There are four main categories of abuse:

Neglect

Physical Abuse

Sexual Abuse

Emotional Abuse

A definition of these and other types of abuse is provided in section 6 of this document and more detailed information can be found at www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/

Legal Framework – Adult Safeguarding

The legal guidelines for adult protection differ from those of child protection, in that adults have the right to take risks and may even choose to live at risk if they have the capacity to make such a decision.

An adult at risk is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect, and, because of their care needs is unable to protect themselves.

Adults aged 18 and over have the potential to be vulnerable (either temporarily or permanently) for a variety of reasons and in different situations. An adult may be vulnerable if they:

- Have a learning or physical disability
- Have a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs
- Have a reduction in physical or mental capacity
- Are in the receipt of any form of healthcare
- Are detained in custody
- Are receiving community services because of age, health, or disability
- Are living in sheltered or residential care home
- Are unable, for any other reason, to protect themselves against significant harm or exploitation

Definitions

Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse can be physical, sexual, psychological, financial, or material, social, or discriminatory based on gender, race, disability or any other form of harassment.

Abuse can also arise from acts of neglect, omission, or failure to act.

Abuse may be a single act or repeated over time or people. It may cause significant harm or exploitation of the person subjected to it. Abuse can be intentional or unintentional and can result from a lack of knowledge. Some forms of abuse may seem minor but may cause a great deal of harm over time and/or may reduce a person's opportunities later in life. Some forms of abuse such as assault or theft are criminal offences.

Significant Harm is any ill-treatment including sexual abuse and forms of ill-treatment that are not physical but

also the impairment of, or failure to prevent an avoidable deterioration in, physical, intellectual, emotional, social, or behavioural development.

People who abuse are often well known to the person and may be:

- A partner, relative or friend
- A member of staff or a volunteer
- A paid carer, key worker, professional or volunteer
- Other service users
- A health visitor, social care worker or other worker from any agency
- A visitor, neighbour, or other associates
- Another service user or Adult at risk
- A person who deliberately targets vulnerable people to exploit them and strangers.

Recognising Abuse and Neglect - Recognition that an adult is being abused or neglected may come through various routes, including:

- Being told by the adult themselves
- The adult may make a chance or throwaway remark which raises concern
- The person abusing the adult may say something
- Being a witness to the abuse
- Seeing signs or symptoms of abuse e.g., physical evidence such as bruising or behavioral changes (see Appendix A for further examples)
- Being informed by a third party.

An Adult at risk may not be able to disclose the abuse for various reasons including:

- They may be afraid of what will happen if they tell someone
- They have been abused in the past and may have had bad experiences when they confided in others about the abuse
- They have low self-esteem, depression, dissociative symptoms, or other problems which undermine their capacity to give an account
- Their trust in others has been undermined by threats made by abusers
- They may not realise what is happening is unusual or abusive
- They may feel that they have no option other than to tolerate abuse rather than face the difficult time that will follow if they disclose e.g., deportation.

Capacity - refers to an individual's ability to decide or take a particular action for themselves at a particular time, even if they can make other decisions. For example, they may be able to make small decisions about everyday matters such as what to wear, or what a healthy diet would be, but they lack capacity to make more complex decisions about financial matters. Capacity may be affected by things such as medication, substances, and some untreated mental health issues. Where an adult is found to lack capacity to decide then any action taken, or any decision made for, or on their behalf, must be made in their best interests.

Further Information

For details of legislation and up to date information on Safeguarding, see:

5. Safeguarding Measures

5.1 Recruitment

The aim of the recruitment and selection processes for employees, volunteers, Trustees, freelancers and consultants is to ensure that the best person for a particular role is appointed. To ensure unsuitable people are prevented from working with children and adults at risk, the following steps will be taken when recruiting.

- All successful applicants will be required to provide an up-to-date DBS certificate or to consent to WHB seeking information from the Disclosure & Barring Service (DBS)
- To obtain a minimum of two confidential references, including previous work with children if applicable. These references MUST be taken up and confirmed through telephone contact
- Evidence of identity provided (e.g. passport or driving licence with photo)
- Evidence that the applicant has the right to work in the United Kingdom

It is WHB's policy to ensure that all staff with responsibility for or working with children, young people and adults at risk:

- are carefully selected in line with our recruitment policy procedure
- accept their responsibility for the safety of children, young people and adults at risk in their care
- understand and ensure that the welfare of children, young people and adults at risk is of paramount importance, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation when planning, organising, advising on and delivering programmes.
- understand their responsibility to respond swiftly and appropriately to all suspicions or allegations of abuse and to ensure confidential information is restricted to the appropriate external agencies.

5.2 Interview and Induction

All applicants invited for interview will be required to undertake an interview carried out following the protocol laid out in our recruitment policy. All new recruits will undergo an induction process during which:

- A check will be made that the application form has been completed in full, including sections on criminal records and self-disclosures
- Their qualifications substantiated
- The job requirements and responsibilities are fully clarified
- They sign up to WHB's Code of Conduct (See Appendix C)
- Safeguarding and Child Protection Procedures are explained, and training needs identified e.g. basic child protection awareness

5.2.1 Training

In addition to pre-selection checks, WHB's induction process includes safeguarding and child protection training after recruitment to support staff to:

- Analyse their own practice against what is deemed good practice, and to ensure their practice is likely to protect them from false allegations
- Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse
- Respond to concerns expressed by a child or adult at risk
- Work safely and effectively with children and adults at risk

5.2.2 Work with Children, young people and adults at risk

World Heart Beat Music Academy requires all staff who have access to children, young people, or adults at risk:

- to undergo a DBS check
- to undertake relevant safeguarding and child protection training, or undertake a form of home study, to ensure their practice is exemplary and to facilitate the development of positive culture towards good practice in safeguarding and child protection
- to learn about safeguarding and child protection in accordance with, and as appropriate to, their roles and responsibilities; including issues of e-Safety, domestic violence, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism and violent extremism
- to read our advisory information outlining good/bad practice and informing them what to do if they have concerns about the behaviour of an adult towards a child or adult at risk
- to use WHB's complaints procedure when appropriate to raise concerns about unacceptable and/or abusive behaviour by a colleague towards children or adults at risk
- to follow our processes for recording incidents, concerns, and referrals, and storing these securely in compliance with relevant legislation
- to report any concerns about potential radicalisation as required by the PREVENT strategy

All staff working directly with children, young people and adults at risk on behalf of WHB in any situation to follow the procedures below, in order to create a safe environment in which to work with them.

5.2.3 Safer working practice guidance

Public/External Events

The word "event" is used below to cover all public/external delivery of our work and "staff" includes apprentices, Trustees, staff, volunteers, freelancers and consultants:

Staff must give due regard to issues of safety at all times. This includes carrying out appropriate risk assessments before all events (See appendix E). Due regard should be given to the potential influences and associated risks that different groups will have on each other.

Staff working with children, young people and adults at risk should:

- be appropriately trained and qualified to ensure the safe provision of services, coaching and use of

equipment.

- Follow staff ratio guidelines. In practice the recommended ratio of responsible adults to children is 1:8 for children up to 11 years. For older children aged 12 -17 the ratio is 1:10. It is recommended that, even if the ratio only requires one adult, there is a minimum of two staff with legal responsibility present at all times for children under eight years old.
- Wherever possible, staff should avoid being alone with children, young people and adult at risk, and staff shouldn't take them to their own home. Staff shouldn't offer a lift to a child, young person or adult at risk unless they have written parental consent, or a second adult is present.
- Staff should only train children, young people and adults at risk in a non-intrusive manner and should encourage them to be responsible for getting themselves ready, such as getting themselves changed before and after activities.
- Staff planning events at third party premises must ensure that they have a 24-hour emergency contact system in place for the event for appropriate staff and services.
- Staff will be expected to keep an attendance register for all organised events.
- Staff must confirm with the Safeguarding Officers that appropriate parental/carer consent and medical information about the child, young person and/or adult at risk has been obtained prior to the event. This information should be treated as confidential and is governed by the provisions of Data Protection regulations.
- Children, young people and adults at risk and their parents/carers should be given a 'named contact' to whom they may report any worries or concerns. The contact names and telephone numbers should be visibly displayed at events.
- Staff should ensure that programmes follow agreed timings and locations
- Staff are expected to promote, demonstrate and incorporate the values of fairness, trust and ethical practice – Staff must respect all individuals whatever their age, development stage, ability, sex, sexual orientation or ethnicity.
- Staff should behave and dress in a manner that promotes recognised good practice in relation to safeguarding.
- All accidents/incidents involving staff or participants should be recorded using WHB's incident forms immediately or as soon as practicably possible. (See Appendix D)
- Staff and volunteers are responsible for familiarising themselves with building/facility safety issues, such as, fire procedures, location of emergency exits, location of emergency telephones and first aid equipment.
- Staff are responsible for reporting suspected cases of child abuse to the appropriate people (see 6.2.5 below).

5.2.4 Good Practice to protect against allegations of abuse

All staff 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 WHB fun and enjoyable: promote fairness, confront and deal with bullying
- treat all children, young people and adults at risk equally and with respect and dignity

- always put the welfare of the child first
- maintain a safe and appropriate distance (e.g. it is not appropriate for staff to have an intimate relationship with a child or to share a room with them)
- avoid unnecessary physical contact with children or adults at risk. Where any form of manual/physical support is required, it should be provided openly and with their consent. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and consent has been given
- involve parents/cares wherever possible, e.g. where children 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 work in pairs
- gain written parental consent for any significant travel arrangements e.g. overnight stays
- ensure that if mixed groups are taken away, they are 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 children
- always give enthusiastic and constructive feedback rather than negative criticism
- recognise the developmental needs and capacity of each child and do not risk sacrificing welfare in a desire for organisational or personal achievements
- follow health and safety legislation and guidance including mitigating actions detailed in risk assessments for activities such as stage performances / external events
- take into consideration other situations where a risk assessment may be needed e.g. when working with adults at risk or those with special needs
- keep a written record of any injury that occurs, along with details of any treatment given (see appendix B)

You should not:

- Spend excessive amounts of time alone with children, young people and adults at risk away from others
- Take children, young people and adults at risk to your own home.
- Offer a lift to a child, young person or adult at risk unless they have written parental consent or a second adult is present
- Invite a child or young person

Never:

- Engage in rough physical activities including horseplay
- Engage in sexually provocative activities
- Allow or engage in inappropriate touching of any form
- Allow children, young people or adults at risk to use inappropriate language unchallenged
- Make sexually suggestive comments about or to a child, young person or adult at risk even in fun
- Let an allegation made by a child, young person and/or adult at risk go unchallenged, unrecorded or not acted upon
- Do things of a personal nature for children, young people and/or adult at risk that they can do themselves
- Place yourself in a situation where you will be left alone with a child, young person and/or adult at

risk.(**please see guidance provided for examiners below)

- Agree to teach a child at your own home, their home or another venue outside of World Heart Beat.
- If a case arises where it is impractical/impossible to avoid certain situations e.g., personal support, transporting a child in your car this should only be carried out with the full understanding and consent of the parent/carer and the child, young person or adult at risk involved. Designated Safeguarding Leads should be informed as soon as possible.

In an emergency situation, which requires this type of help, parents/carers and senior staff at WHB should be fully informed as soon as is practicable.

**Examiners may be required to spend small amounts of time alone with a child, in which case they are required to follow good practice to minimize the risk of a safeguarding breach as below:

1. To only have unsupervised contact during delivery of tests containing confidential material (sight-reading and aural tests), scales or any unaccompanied pieces and which should last only a few minutes , depending on the grade
2. Whether taking place at World Heart Beat Music Academy, in schools or other 3rd party premises, that a room that has an internal window/door with a window is booked for exams to take place in

5.2.5 Photography, Filming and Interviews

Documenting WHB performances and activities has an important part to play in enabling those taking part to feel proud and happy with their achievements. Family and friends also want to be able to share the successes of their children when they have been part of a special event or activity. However, some children, parents or carers may not be comfortable with images of themselves or their children being shared. For example:

- if a child and/or their family have experienced abuse they may worry about the perpetrator tracing them online
- children who choose not to have contact with some members of their family may decide to minimise their online presence
- families may have religious or cultural reasons for choosing not to be photographed.

Formal permission should be obtained for the use of any images or quotes, whether of a child, young person or adult at risk; apart from child protection issues, photographs, and quotes/interviews that identify the person, are classed as personal information and, as such, are governed by Data Protection laws (see WHB's Data Protection Policy & Procedures at: <https://worldheartbeat.org/policy-documents/>)

Evidence exists that there are people who have used events with children as an opportunity to take inappropriate photographs or film footage of them. Everyone involved in any filming of any kind should be vigilant at all times, and any concerns should be reported to the Lead Safeguarding Officer or her deputy.

5.2.6 Online Learning

In the context of online delivery which may be required for those accessing our programmes or learning remotely, or because of future pandemic lockdowns, WHB has approved and issued instructions as follows:

- Parents/carers must be informed that the online tuition will be taking place
- The online learning link must be sent to the parent /carer email and conducted via their device (not the pupils)
- Where possible a separate account for business purposes should be used by tutors with suitable privacy settings to ensure their profile is hidden from others
- Teachers (and anyone else in the household who may come into view) must be appropriately attired
- Parents/carers should be at home when the tuition takes place, and this should be verified at the start of the session
- Tuition should be conducted in a suitable area of the home
- Language, as always, should be professional and appropriate
- Students should also be appropriately attired and if not, the lesson should be paused and resumed when this is rectified
- If tutors have any concerns about the behaviour exhibited by students online, they should immediately end the session and report their concerns to the Safeguarding Officer, Sahana Gero.

5.2.7 Radicalisation and Extremism

The threat from terrorism and extremism in the UK is real and severe and can involve the exploitation of vulnerable children, young people and adults at risk. This can include involving them in extremist activity in the UK or abroad putting them in extreme danger. Children and young people are being targeted by adults who hold extreme views that advocate violence. There has also been an increase in far-right extremism, which can also draw them into violence. WHB staff, including apprentices, trustees, volunteers, freelancers and consultants working directly with children, young people and adults at risk must be aware of radicalisation and extremism and report any suspicions of radicalisation and extremism immediately to the Safeguarding Officer.

Radicalisation and extremism can put a child or young person at risk of being drawn into violence and criminal activity and has the potential to cause significant harm. Radicalisation is a process by which an individual, or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of a nation. Children and young people may become radicalised if they feel:

- Isolated and lonely or wanting to belong
- Unhappy about themselves and what others might think of them
- Embarrassed or judged about their culture, gender, religion or race
- Stressed or depressed
- Fed up with being bullied or treated badly by other people or by society
- Angry at other people or the government
- Confused about what they are doing
- Pressured to stand up for other people who are being oppressed
- The desire to be valued and respected
- There are few other options open to them

- No one is listening to them/have no voice

Extremism is when people have very strong opinions, and these could become extreme. People who have certain beliefs about politics or religions which are hateful, dangerous or against the law are often known as extremists. This harmful behaviour is called extremism. Extremists might use violence and damage to express their views. And extremist racial or religious groups might use, religion, hate, fear or violence to control and influence people. There are many groups and individuals who hold extremist views both within the UK and internationally, some are more dangerous than others and WHB staff need to be aware of how they can affect young people in a negative way and what you should do to support children and young people or adults at risk who are in danger of being radicalised.

Key WHB staff, including the Lead Trustee for Safeguarding, Safeguarding Officers and Managers of projects and activities working directly with children, young people and adults at risk will be expected to have completed PREVENT awareness training at a minimum biannually to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Other staff including Trustees, volunteers, freelancers and consultants ideally will have completed the PREVENT awareness training if directly delivering WHB services to children and young people. However, it is recognised this is not always practical and therefore a minimum requirement is that they have read this document and have acknowledged reading it. (See Appendix B: Declaration Form)

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 Safeguarding Officer. This information will then be shared with children's services.

5.2.7 Social Media

- Any adult working at WHB will receive training and guidance concerning 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 social 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 WHB mobile taken on the trip can be used to contact students if necessary.
- Facebook is a site that is very important communication vehicle for WHB to share musical events, but the inherent dangers should be recognised by staff.
- We require all personnel to read this Department of Education briefing and to sign the declaration provided as Appendix B to confirm they have done so: <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

6. Defining Abuse

6.1 Introduction

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 anyone regardless of their age, gender, sexual identity, 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 child directly or may be responsible for abuse because they fail to prevent another person harming the child.

6.2 Signs and Types of Abuse affecting children (NB. Types of abuse affecting adults at risk is provided in Appendix A)

Physical Abuse: may involve physically hurting or injuring a child through for example, 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 also includes Munchausen Syndrome by Proxy – a psychological disorder where a parent/carer reports non-existent symptoms of, or deliberately induces illness in a child or vulnerable adult.

FGM also comes under 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:

- have 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 child likely to cause severe and lasting adverse effects on the individual's emotional development/well-being. It may involve telling the child they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of the child that are not appropriate to their age or development. It may cause a child to feel frightened or in danger by being constantly shouted at, threatened or taunted, which may make the child anxious or withdrawn.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including Cyberbullying), again causing the child 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 a child is constantly criticised, given negative feedback or 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 and/or ability
- 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 child 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 four 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). There is increasing use of new technologies as a tool for bullying and such incidents should be taken seriously.

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

Signs of bullying

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down
- an unexplained drop off in performance or reluctance to go orchestra or competitions
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothing, 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 a child, young person or adult at risk's basic physical and/or psychological needs – to an extent that is likely to result in serious impairment in their 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 feature age or developmentally inappropriate expectations being imposed on children, young people or adults at risk. In music learning this could for example involve failing to recognise signs of 'over practice' leading to physical injury. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs such as refusal to show love, affection or give attention.

Signs of neglect:

- an individual who always appears dirty and smelly
- an individual who looks thin and ill
- an individual with untreated illnesses

- inadequate or unsuitable clothing for weather conditions
- an individual who suffers repeated accidents
- a child who is not safely supervised
- an individual who does not respond when given attention
- a child who excessively craves attention and affection from an adult

Sexual Abuse: involves forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual is aware of what is happening.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children - known as peer on peer/child on child abuse.

(See the Safeguarding Network's resource page on [peer on peer/child on child abuse](#)).

Abuse can also be committed by adults who are in a position of trust or professionally employed. It's important to report all concerns – including low level concerns.

Sexual abuse may involve physical contact (for example penetration and oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline 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

Child 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 take place online, and technology can be used to facilitate offline abuse.

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

Further guidance can be found on The Safeguarding Network's website resource page: [Online safety and cybercrime](#) and [Child Sexual Exploitation](#).

Adverse Childhood Experiences (ACE): We all face emotionally challenging situations during our childhood, which is a normal part of growing up. However, some children and young people grow up in environments and have experiences that they are unable to cope with. These can be traumatic and may have a long-lasting effect on a young person's development, learning, health and behaviour. ACE are highly stressful and potentially traumatic events that occur during childhood or adolescence. World Heart Beat use a trauma-informed approach in working with young people and are sensitive to challenges faced by our young people.

For further information and guidance please speak to the Safeguarding Team and read the following resources: [Understanding trauma and adversity | Resources | YoungMinds](#)

6.2.1 Indicators of 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, young person or adult at risk 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
- a child describes what appears to be an abusive act involving them
- another child or adult expresses concern about the welfare of a child
- unexplained changes in a child'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 adults, particularly those for 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 World Heart Beat Music Academy to decide that child abuse is occurring.

It IS their responsibility to act on any concerns.

6.2.2 Suspicions/Reports of Abuse

It is not the responsibility of anyone working for WHB in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, it is their 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 World Heart Beat Music Academy, and to allegations/suspicions that abuse is taking place elsewhere.

You may find that these suspicions back up other recorded incidents. Remember, do not investigate – do report.

6.2.3 Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it is happening because of signs such as those listed above, or it may be reported to us by someone else or directly by the child or adult at risk affected.

In the last of these cases, it is particularly important to respond appropriately. If the child or adult at risk says or indicates that they are being abused, you should:

- stay calm so as not to frighten them
- reassure the child or adult at risk that they are not to blame and that it was right to tell
- listen to the child or adult at risk, 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. Where the abuse concerns a child, 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 or adult at risk that you have to inform other people about what they have told you and that this is necessary to help stop the abuse continuing.
- safety of a 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 Lead Safeguarding Officer or her Deputy

Lead Safeguarding Officer

Sahana Gero

Artistic Director

Telephone: 07973 631 203

E-mail: sahana@worldheartbeat.org

Designated Safeguarding Leads

Kim Morrison

Head of Programming

Telephone: 07547 018325

E-mail: kim@worldheartbeat.org

Hilary O'Connor

General Manager

Telephone: 07903 469859

E-mail: hilary@worldheartbeat.org

In the case of an adult at risk needing referral, you should contact Wandsworth's Community Adult Multi-Agency Risk Assessment Panel (CMARAP):

<https://www.wandsworth.gov.uk/health-and-social-care/adult-social-care/adult-social-care-information-and-advice/staying-safe/safeguarding-and-adult-abuse/community-multi-agency-risk-assessment-panel-cmarap/>

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

Telephone: 020 8871 6622 or,

020 8871 6000 outside of normal office hours (after 5pm weekdays or on weekends):

Email: mash@wandsworth.gov.uk

Website: <https://www.wandsworth.gov.uk/make-a-referral-to-the-multi-agency-safeguarding-hub>

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.

NSPCC Free phone Child Protection 24 hours Helpline: 0800 800 5000

IN AN EMERGENCY contact the Police - Call 999

6.2.4 Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions. The Incident Report Form attached as Appendix C to this document may be used for this purpose.

Information should include the following:

- the individual's name, age, and date of birth
- the individual's home address and telephone number
- whether or not the person making the report is expressing their concern or someone else's
- the nature of the allegation, including dates, times, and any other relevant information
- a description of any visible bruising or injury, location, size etc. Also, any indirect signs, such as behavioural changes
- details of witnesses to the incidents
- the individual's account, if it can be given, of what has happened and how any bruising/injuries occurred
- have the parents/carers been contacted? If so, what has been said?
- has anyone else been consulted? If so, record details
- has anyone been alleged to be the abuser? Record detail

6.2.5 Reporting the Concern

All suspicions and allegations **MUST** be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

WHB expects all staff to discuss any concerns they may have about the welfare of a child, young person, or adult at risk immediately with the Safeguarding Officer and subsequently to check that appropriate action has been taken.

If the nominated Safeguarding Officers are not available, you should take responsibility and seek advice from the NSPCC helpline, the Duty Officer at your local social services department, or the police. Telephone numbers are listed in 6.2 of this document or can be found in your local directory.

Where a complaint concerns WHB staff, there may be three types of investigation:

- Criminal - in which case the police are immediately involved
- Child protection - in which case the social services (and possibly) the police will be involved
- Disciplinary or misconduct - in which case World Heart Beat Music Academy will be involved

As mentioned previously in this document, WHB are not child protection experts, and it is not our responsibility to determine whether abuse has taken place. All suspicions and allegations must be reported to professional agencies.

Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

NB: If there is any doubt, you must report the incident: it may be just one of a series of other incidents which together cause concern.

Any suspicion that a child, young person, or adult at risk has been abused by staff working on behalf of WHB should be reported to the Safeguarding Officer who will take appropriate steps to ensure the safety of the individual in question and any other individual who may be at risk.

This will include the following:

- World Heart Beat Music Academy will refer the matter to social services department
- the parent/carer of the child will be contacted as soon as possible following advice from the social services department
- the Chair of Trustees for World Heart Beat Music Academy should be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings
- the Safeguarding Officer also notifying the relevant governing body e.g. WHB's Board of Trustees and/or World Heart Beat Examinations Board governing body
- if the Academy's Safeguarding Officer is the subject of the suspicion/allegation the report must be made to the Chair of Trustees who will refer the matter to social services

The following information covers different safeguarding scenarios – follow the one that is appropriate in the situation.

1. If a child, young person or adult at risks' behaviour/appearance gives reason for concern or they have an unusual physical injury or they confide about abuse, the procedure below MUST be followed:

- a. immediately inform your manager or the WHB Safeguarding Officer
- b. use the Incident Record Form (Appendix D) to make a record of your actions, include anything the child, young person or adult at risk said, anything you asked the child, and your observations. This may be used as evidence later. Record only the facts as you know them
- c. ensure the child has access to an independent adult (e.g. teacher/group leader)
- d. if abuse is suspected, you should report concerns directly to the Lead or Deputy Safeguarding Officer immediately or in their absence the CEO. It is the responsibility of the safeguarding officer to inform the appropriate authorities.

The following are some key Do's and Don'ts if a child, young person or adult at risk reports abuse: Always:

- Stay calm – ensure the child, young person or adult at risk is safe and feels safe.
- Make a notes and as soon as possible after the event write up a detailed account of what you and the child, young person or adult at risk discussed.
- Allow the child, young person or adult at risk to speak without interruption, accepting what you have been told. (This should not be seen as believing or disbelieving what you have been told)
- Reassure the child, young person or adult at risk and stress that they are not to blame, tell them that they are right to tell you and that you will try to offer support – but do not promise to keep it a secret and tell the child it is your responsibility to inform others.
- Tell the child, young person or adult at risk that you will try to offer support, but you will have to pass the information on.
- Alleviate feelings of guilt and isolation, without passing any judgement.

Never:

- Rush into details that may be inappropriate.
- Make promises you cannot keep.
- Take sole responsibility – consult someone else so that you can protect the child, young person or adult at risk and gain support for yourself.

2. If you receive an allegation from an adult about another adult or about yourself the procedure that MUST be followed is:

- a. immediately inform the WHB Safeguarding Officer
- b. record the facts as you know them and give a copy of the record to the WHB Safeguarding Officer
- c. if an allegation is suspected, concerns should be reported directly to the Lead or Deputy Safeguarding Officer immediately or in their absence the CEO. It is the responsibility of the Safeguarding Officers/CEO to inform the appropriate authorities

3. If you are concerned that a child, young person or adult at risk is or may be subject to abuse or harm:

- a. Make a written, dated note of observations

- b. immediately inform the WHB Safeguarding Officer/s or in their absence the CEO as soon as possible, who will, within the appropriate timeframe, either make enquiries without raising the question of abuse and evaluate the matter and/or make a referral to the appropriate external authority. See below for referral procedures
- 4. The following outlines the steps you should take if you are concerned that the behaviour of a member of staff or other person is threatening, or potentially threatening, the well-being of a child, young person or adult at risk.**
 - a. If you are concerned that a member of staff is harming or abusing a child, young person or adult at risk, you must report your concerns immediately to the Lead Safeguarding Officer. Where it is appropriate to do so, relevant internal procedures will be initiated, and/or a referral made to an external agency.
 - b. If you suspect any other person is harming or abusing a child, young person or adult at risk, you should contact the Lead Safeguarding Officer or when urgent contact Children's Services, Adult Services or the Police.
- 5. If you receive a request for advice from anyone external of the Charity about suspected/reported abuse of a child, young person or adult at risk the procedure that MUST be followed is:**
 - a. advise them to make a note as soon as possible detailing the facts as known and, if they spoke with the child, young person or adult at risk, what was discussed
 - b. advise them to contact the nearest appropriate external social services agency with details of the concern/report including a copy of the written notes
 - c. immediately inform the Safeguarding Officer
 - d. record the facts as you know them and give a copy of the record to the Safeguarding Officer
 - e. if abuse is suspected you should report concerns directly to WHB's Safeguarding Officers or in their absence the CEO. It is the responsibility of the safeguarding officer to inform the appropriate authorities.
- 6. If a child has missed 4 or more lessons with no communication as to why from the parent or child, you should**
 - a. Try to contact the parent/carer to understand the issue
 - b. If there is no response, report to the Safeguarding Officer who will contact the child's school to see if they are still attending school
 - c. If the child is not attending school, concerns should be reported escalated as appropriate
- 7. If you have concerns about the welfare of a child, young person or adult at risk due to incidents outside the immediate WHB environment you should**
 - a. Report your concerns to the Lead Safeguarding Officer or her Deputy
 - b. If the Lead Safeguarding Officer or her deputy is not available, and the concern is urgent, contact relevant local social services department or the police immediately
 - c. Maintain confidentiality on a need-to-know basis

Social Services and/or the Safeguarding Officer will decide how to inform the parents/carers. The Safeguarding Officer will report the incident to WHB's Board of Trustees who will ascertain whether the person/s involved in the incident play a role in the organisation and act accordingly.

6.2.6 Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This includes the following people:

- World Heart Beat Music Academy Safeguarding Officer/s
- The parents/carers of the child, young person, or adult at risk
- The person making the allegation
- Social Services/police
- World Heart Beat Music Academy Board of Trustees
- The alleged abuser (and parents if the alleged abuser is a child)
- Social services for advice on who should approach the alleged abuser.

All information should be stored in a secure place with limited access to designated people, in accordance with data protection legislation.

6.2.7 Internal Inquiries and Suspension

It is essential in all cases of suspected abuse taking place internally that action is taken quickly and professionally whatever the validity. It is the responsibility of staff to bring any concerns they have to the Safeguarding Officer as soon as possible. This may then be referred to the Board of Trustees for appropriate action. If the allegations refer to the Chief Executive, then this will be referred to the Chair of the Board of Trustees.

The member of staff against whom allegations are made will be advised to:

- Keep records of all conversations, meetings, letters, and phone calls relating to the allegations and
- Contact their union representative if they have one.

If a decision is made to pursue the allegation of abuse against a member of staff, this will be processed under WHB's disciplinary procedures. The allegation of abuse will also be reported to the Local Authority Safeguarding Adults Team or Local Authority Designated Officer (LADO).

The Safeguarding Officer will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and Social Services inquiries.

Irrespective of the findings of the Social Services or police inquiries, WHB's Board of Trustees will assess all individual cases to decide whether the individual can be reinstated, and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases WHB's Board of Trustees must reach a decision based upon the available information which could suggest that on the balance of probability, it is more likely than not that the allegation is true. The welfare of the child, young person or adult at risk should remain of paramount importance throughout.

WHB recognises the legal requirement to refer someone to the DBS if they were:

- dismissed because they harmed a child, young person or adult at risk
- dismissed because there is a risk of harm to a child, young person or adult at risk
- planning to dismiss them for either of these reasons, but the person resigned first

WHB Declaration

This policy is always subject to further development and will be reviewed regularly to take into account any changes in legislation that are relevant to Safeguarding at World Heart Beat Music Academy.

The Safeguarding Officer will regularly report progress, challenges, difficulties, achievements, gaps and areas where changes are required, to the Trustees of World Heart Beat Music Academy.

On behalf of World Heart Beat Music Academy we, the undersigned, will oversee the implementation of the Safeguarding and Child Protection Policy and take all necessary steps to ensure it is adhered to.

Name: Ms. Sahana Gero

Position: Artistic Director and Welfare Officer

Date:

Signed:

Name:

Position: Nominated World Heart Beat Academy Trustee for Safeguarding

Name: Corinne Oulton

Position: Trustee Lead for Safeguarding

Date:

Signed:

Last Review Date: August 2022

Next Review Date: September 2022

The following appendices are attached to this policy:

- Appendix A: Safeguarding Declaration Form for signing
- Appendix B: Code of Conduct
- Appendix C: Incident report form
- Appendix D: Sample Risk assessment form for trips & events

Appendix A: Types of Abuse Affecting Adults at Risk

Abuse can take many forms, and incidents of abuse may be one-off or multiple, and affect one person or more. Abuse may also be very subtle and therefore we draw your attention to the following types of abuse which you may come across. Professionals and others should look beyond single incidents or individuals to identify patterns of harm. This list is not exhaustive, and we therefore encourage you to be alert and take the initiative to spot these forms of abuse as well as other forms that might occur:

- **Physical abuse:** including hitting, slapping, scratching, pushing, rough handling, kicking, misuse of medication, restraint without justifiable reasons, inappropriate sanctions including deprivation of food, warmth, clothing, and health care needs.
- **Sexual abuse:** including rape, indecent exposure, sexual harassment, inappropriate looking or touching, unwanted sexual text messages, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into and sexual coercion.
- **Emotional or Psychological abuse:** including threats of harm or abandonment, deprivation of contact, humiliation, ridicule, blaming, controlling, intimidation, coercion, unwanted communication, stalking, harassment, inappropriate messaging; with kisses attached, verbal abuse and cyber bullying, isolation or unreasonable and unjustified withdrawal from services or supportive networks. Deliberate denial of religious or cultural needs and failure to provide access to appropriate skills and educational development.
- **Domestic violence:** including psychological, physical, sexual, financial, emotional abuse; so-called 'honour' based violence. And can affect those it is not aimed at within the home.
- **Financial or material abuse:** including misuse or theft of money, fraud, extortion of material assets or inappropriate requests for money, pressure in connection with wills, property or inheritance of financial transactions, or the misuse or misappropriation of property, possessions, or benefits.
- **Neglect and acts of omission:** including ignoring medical or physical care needs, failure to provide access to appropriate health, social care and support or educational services or equipment for functional independence, the withholding of the necessities of life, such as medication, adequate nutrition, heating, and lighting. Failure to give privacy and dignity.
- **Modern slavery:** encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive, and force individuals into a life of abuse, servitude, and inhumane treatment.
- **Discriminatory abuse:** including forms of harassment, slurs, or similar treatment; because of race, colour, language, gender and gender identity, age, disability, sexual orientation, or religion. Hate crime
- **Institutional or Organisational abuse:** including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice because of the structure, policies, processes, and practices within an organisation.
- **Self-Neglect:** this covers a wide range of behaviour, neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Safeguarding within the Affiliated Group

- **Use of Social Media in an abusive way:** abuse can also occur through social media, and this is often harder to detect. It is important to remember that the type of abuse that can occur through social media does not always include emotional and psychological abuse and can include sexual and financial abuse. Social media includes (but is not limited to): networking sites such as Facebook, Twitter and LinkedIn, email, text messages, Skype, and instant messaging services.

Responding to an adult who raises a concern

If a concern is raised by the adult themselves, the staff member or volunteer receiving the information must remember to:

- Listen and acknowledge what is being said.
- Be reassuring and calm.
- Be aware that the person's ability to recount their concern or allegation will depend on age, culture, language and communication skills, and disability.
- Not promise full confidentiality.
- Ask their consent to take up their concerns. Consult with the Safeguarding Officer if the adult does not agree.
- Explain what will happen next.
- Try to encourage and support them to share their information.
- Give them a timescale for when, by whom and how they will be contacted again. Never leave the person to wait to hear from someone, i.e., a police officer or social worker, without any idea of timescale or place.
- Not contact the person about whom the allegation or concerns are being raised to tell them about the information, as this could be putting the person making the allegations in danger, for example, where there is domestic violence taking place, and/or it may prejudice any investigation.

Making decisions about when to refer an adult at risk can be complex, and at this point the Safeguarding officer and employee or volunteer will consider the following questions to aid the decision-making process:

- **Empowerment:** What does the person want? What rights need to be respected? Are there duties to act, are others at risk of harm?
- **Protection:** Is this person an adult at risk? What support do they need? Is capacity an issue? Should others (such as a carer) be involved?
- **Proportionality:** Have risks been weighed up? Does the nature of the concern require referral through multi-agency procedures?
- **Partnership:** What is the view of others involved? How do multi-agency procedures apply?
- **Accountability:** Is the decision well-made? Is it defensible?

World Heart Beat Music Academy

Appendix B: Safeguarding Training Declaration



This declaration to be signed by all staff coming into contact with children and adults at risk through their work for World Heart Beat Music Academy.

Name:	Position:	Date of Training:
<p>Declaration</p> <p>I confirm that I have a clear understanding of child protection and my duty of care to safeguard and promote the welfare of children, young adults and adults at risk in my role at World Heart Beat Music Academy.</p> <p>I have completed training and/or read the relevant briefing documents/guidelines/procedures: (Please tick all that are relevant)</p> <p style="text-align: right;"><i>Please tick</i></p>		
1. Read WHB's Safeguarding Policy		
2. Completed safeguarding and child protection training. This has included:		
3. Training on referral procedures at World Heart Beat Music Academy		
4. Training on specific Safeguarding issues of abuse		
5. PREVENT Awareness Training		
6. How social media is used to encouraged to travel to Syria and Iraq and prevention advice – briefing at the following link: https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation		
Signed:	Date:	
<p>Please return this form to Sahana Gero, Artistic Director and Safeguarding Officer</p>		

World Heart Beat Music Academy

Appendix C: Code of Conduct for Adults working with Children, Young People and Adults at Risk



Introduction

This behaviour code outlines the conduct that World Heart Beat Music Academy (WHB) expects from all our staff and volunteers. This includes trustees, agency staff, interns, students on work placement and anyone who is undertaking duties for the organisation, whether paid or unpaid.

The behaviour code is there to help us protect children, young people and adults at risk from abuse. It has been informed by the views of children and young people.

WHB is responsible for making sure everyone taking part in our activities has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

The role of staff and volunteers

In your role at WHB you are acting in a position of trust and authority and have a duty of care towards the children, young people and adults at risk we work with. You are likely to be seen as a role model by young people and are expected to act appropriately.

We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Responsibility of staff and volunteers

You are responsible for:

- prioritising the welfare of children and young people
- providing a safe environment for children and young people
 - ensuring equipment is used safely and for its intended purpose
 - having good awareness of issues to do with safeguarding and child protection and taking action when appropriate
- following our principles, policies and procedures
 - including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all inappropriate behaviour and reporting any breaches of the behaviour code to the Lead Safeguarding Officer Sahana Gero

- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures
 - this includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age.

Respecting Children and young people

You should:

- listen to and respect children at all times
- value and take children's contributions seriously, actively involving them in planning activities wherever possible
- respect a young person's right to personal privacy as far as possible
 - if you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.

Diversity and inclusion

You should:

- treat children, young people and adults at risk fairly and without prejudice or discrimination
- understand that children, young people and adults at risk are individuals with individual needs
- respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to WHB
- challenge discrimination and prejudice
- encourage children, young people and adults at risk to speak out about attitudes or behaviour that makes them uncomfortable.

Find out more about:

- [safeguarding children who come from Black, Asian and minoritised ethnic communities](#)
- [safeguarding d/Deaf and disabled children and young people](#)
- [safeguarding LGBTQ+ children and young people](#)
- [safeguarding children with special educational needs and disabilities \(SEND\)](#).

Appropriate relationships

You should:

- promote relationships that are based on openness, honesty, trust and respect
- avoid showing favouritism
- be patient with others
- exercise caution when you are discussing sensitive issues with children or young people

- ensure your contact with children and young people is appropriate and relevant to the nature of the activity you are involved in
- ensure that whenever possible, there is more than one adult present during activities with children and young people
 - if a situation arises where you are alone with a child or young person, ensure that you are within sight or can be heard by other adults
 - if a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are
- only provide personal care in an emergency and make sure there is more than one adult present if possible
 - unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

Inappropriate Behaviour

When working with children and young people, you must not:

- allow concerns or allegations to go unreported
- take unnecessary risks
- smoke, consume alcohol or use illegal substances
- develop inappropriate relationships with children and young people
- make inappropriate promises to children and young people
- engage in behaviour that is in any way abusive
 - including having any form of sexual contact with a child or young person
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- act in a way that can be perceived as threatening or intrusive
- patronise or belittle children and young people
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people

Upholding this code of behaviour

You should always follow this code of behaviour and never rely on your reputation or that of our organisation to protect you

If you have behaved inappropriately, you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you might be asked to leave World heart Beat Music Academy. We might also make a report to statutory agencies such as the police and/or the local authority child protection services. If you become aware of any breaches of this code, you must report them to [insert name/role of person to report to]. If necessary, you should follow our whistleblowing procedure and safeguarding and child protection procedures

World Heart Beat Music Academy
Appendix D: Incident Report Form



This form should be used to report any occurrence relating to a child or adult at risk which you feel you should report in the context of our Health & Safety, child protection and Safeguarding Policies.

Incident/Concern/Complaint reported by:	<i>Please Print</i>		
Date of Incident/Concern/Complaint received		Time of Incident/Concern/Complaint received	
Place of incident & Project/Event (if applicable):			
Names of child/children/vulnerable adult involved			
Names of staff involved			
Description of Incident / Concern/ Complaint: (incl. equipment, what was said & by whom)			
Continue on another sheet if necessary			
Other staff/witnesses present:			
Signature of person reporting the incident			

MANAGEMENT RESPONSE

Type of Incident /Concern: Please tick relevant box/es				Formal Complaint	
Racial		Child Protection concern		Attendance/Welfare	
Bullying		Health & Safety Concern		Behaviour/Discipline	
Other Notes					

If Applicable - referral/copy made to other agency or dept: (Specify contact name & agency)	
First Aid Given by First Aider:	
Complaint received and resolved letter sent to parents (must be sent for all formal complaints):	

A copy of this report should be sent to the Safeguarding Officer. Please remember to maintain confidentiality on a need to know basis – do not discuss this incident with anyone other than those who need to know. Please take advice on this from your manager or the Safeguarding Officer if you are uncertain. Point

The personal information recorded above is governed by the provisions outlined in Data Protection legislation and must only be processed in a manner compatible with this legislation.

IN STRICTEST CONFIDENCE WHEN COMPLETED

Appendix E – Sample Risk Assessment: External Trips, Events and Activities				
NB: This is an example. Other kinds of activity needing to be risk assessed should follow this basic format. This example risk assessment considers the risks involved in performances, events and activities taking place externally to WHB.				
People at Risk: e.g., Students and Staff	Location of Event: <i>Insert name of location and site where activity taking place</i>	Description of Activity / Procedure:		
Responsible Staff member/s:	Names & Job Titles:	Date of Assessment:		
Number of Children / Young People and Age Range		Other Persons assisting with the Activity (Names & Roles)		
Context (examples & control measures provided below)	Hazard	Impact	Control Measures	Risk Level
Staff travelling with children in private transport to events, exam centres etc	Unsupervised contact	High	<ul style="list-style-type: none"> Written consent obtained from parent/guardian A second adult is present 	Low
Transporting instruments and equipment	Moving or handling activities (e.g. carrying instruments, stands, moving equipment)	Medium	<ul style="list-style-type: none"> Everyone involved in setting up and take down of equipment or other resources (i.e., tables, chairs and stands) are fully instructed on correct handling, weight restrictions and repetitive tasks such as packing, assembling and operating equipment and supervised in the correct procedures to follow No young person under the age of 16 to be involved in handling or moving heavy equipment When necessary, specialist contractors will be used to erect staging, sound equipment etc 	Low

Playing of instruments and amplification of sound	Excessive exposure to noise	High	<ul style="list-style-type: none"> • All equipment to be fully sound checked prior to use • Sound levels checked and monitored throughout event • Ear plugs / headphones provided to those that have sensitive hearing • Users trained to test the volume of headphones before putting them on. Sound levels monitored and length of time using headphones limited. • Students taught about potentially dangerous sound levels of music, and the permanent damage to hearing which can occur as a result of long term exposure to excessive sound 	Low
Performances and workshops	Slips & Trips (from poor surfaces, trailing wires etc)	Medium	<ul style="list-style-type: none"> • All equipment to be rigged and laid out in way to ensure safety of musicians • Plan of stage known in advance following discussion with organisers • No trailing cables/obstructions in locations likely to cause trip hazard • Cables routed to minimise tripping hazards and cord covers/cable protectors used where necessary 	Low
Performances and workshops	Electrical shocks from poorly maintained or untested equipment	High	<ul style="list-style-type: none"> • When appropriate, contractors to install own electrical equipment • Only those trained in its use, to use electrical equipment. • No electrical equipment to be used unless PAT tested • Frequent visual checks carried out on the condition of plugs and leads, and defective equipment taken out of use immediately and labelled accordingly. • Students encouraged to carry out additional 	Low

			visual checks each time they use electrical equipment.	
Outdoor events	Difficult Environmental conditions	Medium	<ul style="list-style-type: none"> • Students instructed prior to wear appropriate clothing e.g., warm/waterproof clothing as necessary • All participants instructed to bring sunscreen and apply as necessary • Performers accompanied and supported by staff /volunteers to ensure safe route and progress for e.g., processional events (2nd Line New Orleans band) 	Low
Outdoor events	Problem behaviour	Medium	<ul style="list-style-type: none"> • Adequate supervision of students is maintained with appropriate child/adult ratios • All students instructed in codes of conduct expected • WHB staff briefed to deal with violence or abuse and to inform event manager immediately of any concerns • Clear and efficient communication in place with event organisers (use of phones or walkie talkies) and link up with police in extreme cases 	Low

Signature of Person completing Risk Assessment:

Date: