



## **Coda Music and Arts Trust Safeguarding Policy**

Coda Music and Arts Trust believe that it is always unacceptable for any person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children, young people and vulnerable people above the age of 18, by a commitment to practice which protects them.

We recognise that:

- the welfare of the child/vulnerable person is paramount
- all people regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy:

- to provide protection for the children and vulnerable people who receive Coda Music and Arts Trust's services.
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or vulnerable person may be experiencing, or be at risk of, harm.

This policy and procedures applies to all staff, including senior managers and Board of Trustees, paid staff, volunteers and sessional workers, workshop leaders, students or anyone working on behalf of Coda Music and Arts Trust.

We will endeavour to safeguard children and vulnerable people by:

- valuing them, listening to and respecting them
- adopting safeguarding guidelines through procedures and a code of conduct for staff and volunteers
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about safeguarding and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies who need to know
- providing effective management for staff and volunteers through supervision, support and training
- implement Coda Music Trust's safeguarding policy and procedures when working at outreach locations.

Whilst we seek to provide a safe environment during the delivery of creative music and arts activities, Coda's Terms and Conditions make it clear that it is the responsibility of parents, guardians, or support workers to supervise children and vulnerable adults as they arrive or depart from the Centre or outside activities (off-site), workshops, therapy sessions or any other activity delivered by staff.

We are committed to reviewing our policy and good practice annually.



### **Safeguarding Procedures**

These procedures apply to all staff, including senior managers and Board of Trustees, paid staff, volunteers and sessional workers, workshop leaders, students or anyone working on behalf of Coda Music and Arts Trust.

Under no circumstances should anyone within Coda Music and Arts Trust begin to carry out an investigation into suspicions or concerns about a child or vulnerable adult. This is the role of the statutory services and any concerns or worries should be passed to the organisation's designated safeguarding person, or the Chief Executive.

*The role of the designated safeguarding person:*

- To be familiar with the Area Child and Vulnerable Adult Protection Committee Procedures as followed by the local Social Services Department
- To be familiar with any safeguarding procedures produced by Coda Music and Arts Trust
- To obtain training on safeguarding and their responsibilities
- To have responsibility for safeguarding and welfare issues at Coda Music and Arts Trust and keep the Chief Executive appropriately informed
- To liaise with Social Services Department and other agencies regarding the safeguarding and welfare issues of the children and vulnerable adults within Coda Music and Arts Trust where necessary
- To hold information and contact details on safeguarding procedures, consultation, referral and support services available
- To be available to offer advice and information within Coda Music and Arts Trust on safeguarding and welfare issues – making it clear how they can be contacted
- To ensure that an individual case record is maintained of the action taken by Coda Music and Arts Trust, the liaison with other agencies and the outcome

Identification of different categories of abuse, signs and indicators which might give rise to concerns and how abuse might come to a worker's attention can be found in Appendix 1.



*How to respond to a child or adult disclosing abuse:*

- Stay calm, try not to show shock, disbelief or horror
- Listen carefully to what is said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- Allow the child/adult to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking question that suggest a particular answer (Use TED – Tell Me, Explain, Describe)
- Reassure the person that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said, using their own words, as soon as possible – note: date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass the matter on to the designated member of staff at the earliest opportunity. It is never the responsibility of tutors, therapists or staff to investigate any information disclosed. It is however the member of staff's responsibility to pass on any new information disclosed
- Once a disclosure has been made, the member of staff should discuss the management of the disclosure with the Chief Executive, nominated Safeguarding Person and appropriate professionals, as required by legislation.

*How to respond to allegations of abuse against; a member of staff, other worker, volunteer, parent, carer, service user, or another child:*

- Record in writing, at the earliest opportunity, all observations or conversations that have taken place, noting dates and times. Ensure the record is signed and dated.
- Inform the Chief Executive, who will in turn inform the relevant authorities

It is important to note that the person who receives the disclosure ONLY talks to the Safeguarding Person or the Chief Executive, and not to the parent, carer, other service users, members of staff or any other person.



### **Recruitment and Selection Procedures**

Coda Music and Arts Trust recognises that the vast majority of people who want to work with children and vulnerable people are well-motivated. However good recruitment and selection procedures are in place to help screen out those who are not suitable.

- Safer recruitment is practiced at all interviews.
- All new volunteers provide a self-certification form whilst DBS checks are taking place.
- Only those who have been checked by an enhanced disclosure from the Disclosure & Barring Service may have unsupervised access to children and vulnerable adults.
- It is important to remember that none of the processes are fail-safe, and that obtaining clear DBS or other checks does not guarantee that the person is suitable to work with children and adults. Furthermore, the nature of the job role must be looked at on a case-by-case basis and decisions about the suitability of applicants for the role should be taken. It is important to reduce risk as much as possible.

### **Induction, Training and Supervision**

All staff member and volunteers are well-informed, trained, receive the offer of annual supervision and continued support, so they are less likely to become involved in actions which can lead to harm to be misinterpreted and possibly lead to false allegations being made against them.

### **Safe Practice**

Coda Music and Arts Trust expects its staff, volunteers and contactors to:

- Treat all children, young people and vulnerable adults with respect
- Provide an example of good conduct you wish others to follow
- Ensure that whenever possible there is more than one adult present during activities with children, young people and vulnerable adults, or at least within sight or hearing
- Respect children, young people and vulnerable adults' rights to personal privacy where appropriate
- Encourage young people and adults to feel able to point out attitudes or behaviour that make them uncomfortable
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that any physical contact with children, young people and vulnerable adults can very easily be misinterpreted
- Challenge behaviour that is deemed to be unacceptable in regard to these guidelines, taking care to react appropriately to the age and distress of the person
- Report all allegations or suspicions of abuse to the Child Protection Officer
- Give guidance and support to inexperienced helpers



### **Complaints and Representations**

Any staff member, volunteer or service user can express any concerns or complaints directly to the CEO. Alternatively they can talk to the designated child protection officers or trustee assigned to the safeguarding policy. All complaints will be taken very seriously, and will be dealt with within two weeks of them being made.

### **Whistle Blowing**

All Staff members and volunteers can, in confidence, take any concerns they may have about a colleague's behaviour to the CEO. Alternatively, they can talk to the designated child protection officers or trustee assigned to the safeguarding policy. Ignoring inappropriate behaviour may lead to the development of an unsafe culture. Their concerns will be dealt with within two weeks.

Contact for any queries on the content of this policy

For any queries on the content of this policy please speak to the Chief Executive

Designated Safeguarding Officer: Phil Hallett

Trustee Assigned to Safeguarding Policy: Annie Jeffery

*Last Updated: November 2022*  
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## **APPENDIX 1 WHAT IS ABUSE?**

### **Definitions / categories**

#### **What are abuse and neglect?**

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from *Working Together to Safeguard Children* (HM Government 2005).

#### 1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse, as well as being a result of an act of commission, can also be caused through omission or the failure to act to protect.

#### 2 Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploration or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

#### 3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.



#### 4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These four definitions do not minimise other forms of maltreatment.

#### **Recognising abuse – signs and indicators**

Recognising abuse is not easy, and it is not your responsibility to decide whether or not abuse has taken place or if a person is at significant risk. You do, however, have a responsibility to act if you have a concern about a person's welfare or safety.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse.

##### 1 Physical abuse

Children and vulnerable adults may collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury. A delay in seeking medical treatment for a person when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on people with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical abuse include:

- bruising in people who are not independently mobile
- bruising in babies
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips
- although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.



Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents or carers being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home.

## 2 Emotional abuse

Emotional abuse can be difficult to measure, and often people who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child or adult puts on weight in other circumstances, e.g. in hospital or away from their care setting
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self harm
- fear of parents being approached regarding their behaviour.

## 3 Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.





The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
  
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults.

#### 4 Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning their being left alone or unsupervised.



The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and vulnerable people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour, such as a death, relationship problems between their parents/carers etc.



**APPENDIX 2  
USEFUL CONTACTS**

Social Care Local Offices:

Bridport	01308 422234
Christchurch	01202 474106
Ferndown	01202 877445
North Dorset	01258 472652
Weymouth	01305 760139
Dorchester	01305 221450
Purbeck	01929 553456
Bournemouth	01202 458102
Poole	01202 735046
Out of Hours:	01202 657279

Dorset Police	999 if emergency
	01202 01305
	222222 non-emergency



### **APPENDIX 3 RELEVANT LEGISLATION AND GUIDANCE**

There is a considerable body of legislation, government guidance and standards, which are designed to ensure that children and vulnerable people are protected from harm.

The following material relates to revised legislation and guidance within England. The main legislation is cited and the main principles or purposes described.

#### **The Children Act 1989**

This Act legislates for children in England and Wales.

The intention of the legislation is to ensure that the welfare and developmental needs of children are met, including their need to be protected from harm.

The key principles of this Act are:

- The welfare of the child is paramount
- Wherever possible, children should be brought up and cared for within their own families
- All interventions must take into account the race, ethnicity and culture of children
- Children with disabilities must be provided with services to promote their achievement
- Agencies must work in partnership with parents.

It shall be the general duty of every local authority to safeguard and promote the welfare of children in their area.

**Section 17** states that local authorities have a duty to safeguard the welfare of children who are in need and they must promote the upbringing of such children by their families. Local authorities must provide a range and level of services appropriate to those children's needs.

**Section 47** places a duty on local authority social services departments to make inquiries where they have reasonable cause to suspect that a child in their area is likely to be or is suffering significant harm. This is the section that authorises children's social services to investigate concerns about child abuse.

In addition to social services/social work departments/health boards, only the police and (in England, Wales and Northern Ireland), the NSPCC have the legal right and responsibility to investigate concerns about child abuse.



## **The Children Act 2004**

This Act legislates for children in England and Wales and underpins a national framework of change for children and young people. Its implementation should be part of a wider process of change for children and young people focussed on five key outcomes of wellbeing for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

*Every Child Matters: Change for Children* sets out the national framework in England for local change programmes. *The National Service Framework for Children, Young People and Maternity Services* is useful further reading and also applies to Wales.

**Section 10** establishes a duty on local authorities to make arrangements to promote co-operation between agencies in order to improve children's well-being, defined by reference to the five outcomes and a duty on key partners to take part in those arrangements. It also provides a new power to allow pooling of resources in support of these arrangements.

**Section 11** creates a duty for the key agencies who work with children to put in place arrangements to make sure that they take account of the need to safeguard and promote the welfare of children.

**Section 12** allows further secondary legislation and statutory guidance to be made with respect to setting up databases or indexes that contain basic information about children and young people, to help professionals in working together.

**Sections 13-16** require that local authorities set up statutory Local Safeguarding Children Boards and that the key partners take part.

**Section 17** establishes a single Children and Young People's Plan (CYPP) to replace a range of current statutory planning.

**Sections 18 and 19** require local authorities to put in place a director of children's services and lead member for children's services to be responsible for, as a minimum, education and children's social service functions. Local authorities have discretion to add other relevant functions, for instance leisure or housing, to the role if they feel it is appropriate.

**Sections 20-24** require an integrated inspection framework to be established by the relevant inspectorates to inform future inspections of all services for children.



**HUMAN RIGHTS ACT 1998 AND THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (RATIFIED BY THE UK GOVERNMENT IN 1991)**

This Act identifies the rights of adults and children, including children’s right to be protected from harm, and reflects principles that are recognised in UK legislation and international agreements.

*The United Nations Convention on the Rights of the Child*

What is it?	The Convention is a set of minimum standards - the bottom line – in protecting children’s rights. It is a binding international treaty which the British government signed at the United Nations, committing itself to give children the rights and protections written in the Convention.
Who is a child?	In the Convention ‘a child’ means anyone who is under 18 years of age.
What rights do children have?	<p>There are many rights written into the Convention which include, for example, rights relating to:</p> <ul style="list-style-type: none"> <li>• children having a say in their education</li> <li>• protection of the environment in which children live</li> <li>• reasonable standards of living</li> <li>• protection from violence, abuse and exploitation</li> <li>• protection for children cared for away from home and for children with disabilities</li> <li>• children being able to use their own language, enjoy their own culture and practice their own religion</li> <li>• reasonable standards of health and development</li> <li>• children suspected of committing a crime and children convicted of</li> </ul> <p>In the preamble, Articles 5, 10 and 18 of the Convention it Describes the family as the fundamental group of society and the natural environment for the growth and wellbeing of its members, especially children. States are expected to respect that parents have the primary responsibility for providing care and guidance for children but States are expected to provide material assistance and support programmes where necessary.</p>

The main points:



Each point in the Convention is called an article. There are 4 articles which are especially important for children:

<b>Article 2</b>	<p><b>No discrimination</b> The Government must make sure that children get equal rights and protection irrespective of their race, gender, religion, nationality, political opinion, ability or developing sexuality.</p> <p>The Government has agreed to do everything it can to protect children from all forms of discrimination.</p>
<b>Article 3</b>	<p><b>Acting in the Child's Best Interests</b> The Government has also agreed that, in all decisions concerning children, adults should put the child's best interests first. This includes decisions in courts, in schools, in hospitals, in care or in custody. Even in parliament, the child's best interests should be the prime consideration.</p>
<b>Article 4</b>	<p><b>Making it Happen</b> The Government has promised to make laws and change policies and procedures to give children these rights.</p>
<b>Article 12</b>	<p><b>The Child's Right to Express an Opinion</b> Children should have the right to a say in all decisions affecting them, for example, in court, in school and in hospital. Their opinions should be given more weight depending on their age and maturity.</p> <p><b>Are these all legal rights?</b> Since the Government has ratified the Convention, no law or administrative action should contradict it. A committee at the United Nations checks up on whether governments are keeping their promises. Current legislation in the UK does not make all these rights available to children.</p>

**Protection of Children Act 1999 (PoCA) and The Police Act 1997**

These Acts change the route by which employers can check whether a potential or actual employee has criminal offences against children or whether there is a reason for that person to be considered unsuitable to work with children.

Sometimes a person may have hurt or abused a child but there is not enough criminal evidence for them to be convicted of an offence. However, the investigation may have indicated that the adult is of sufficient risk or concern that they should not work with children. The Police Act 1997 makes provision for the establishment and use of the Criminal Records Bureau and was designed to improve access to information about potential employees seeking work with children and young people.

The legislation builds the framework for identifying those people considered to be unsuitable to work with children by including their names on the PoCA/PoCSA and Department for Education and Employment (DfEE) 99 Lists, and the Disqualified from Working with Children List (DWCL) held by the Scottish Executive. There are differences in the requirements for statutory child-care organisations and other organisations that care



for children. The provisions of these statutes are not mandatory for the latter group but there is an expectation that they will take advantage of the scheme to ensure they provide a comparable level of safety for children in their care. Thus non-statutory organisations need to have processes in place if they have dismissed, would have dismissed or re-deployed, any person on the basis of misconduct towards children. Part of this process would be referral to the disqualification lists in each UK country, as well as checking against them when proposing to appoint people to child care positions.

**Schedule 1 offender** was the term used (under the Children and Young Persons Act 1933) to describe anyone convicted of an offence against a child. The presence of a 'schedule 1 offender' usually triggered an assessment of risk by social services. A review of this term and the convictions it relates to is underway and interim guidance states that the term Schedule 1 offender is no longer helpful and should be discontinued. It should be replaced by the term 'Risk to Children' for those persons who have been identified as posing an ongoing risk to a child.

### **Disclosure and Barring Service (DBS)**

On 1 December 2012 the Disclosure and Barring Service (DBS) formed from a merger between the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). The DBS was established under the Protection of Freedoms Act 2012 and will provide a joined up service to combine the criminal records and barring functions. The primary role of the Disclosure and Barring Service (DBS) is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children. It is responsible for: Processing requests for criminal records checks; Deciding whether it is appropriate for a person to be placed on or removed from a barred list; Placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.

#### **Disclosure**

The service will search police records and, in relevant cases, barred list information, and then issue a DBS certificate to the applicant and employer to help them make an informed recruitment decision.

#### **Referrals**

Referrals are made to the DBS when an employer or organisation has concerns relating to safeguarding issues: there is a duty, in certain circumstances, on employers to make a referral to the DBS. This includes concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children; when an employee has been dismissed or removed from working in regulated activity following harm to a child or adult; or where there is a risk of harm.

#### **Barring**

Fair, consistent and thorough barring decisions are made that are an appropriate response to the harm that has occurred, as well as the risk of harm posed. The service is aware of the impact barring or not barring can have both to the person under consideration and also those with whom they have or could have come into contact. Often very difficult and finely balanced decisions have to be made.