



# Royal Conservatoire *of* Scotland

## **Child Protection Policy and Procedures**

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# INTRODUCTION

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## **The inclusive origins and nature of conservatoire education.**

The Royal Conservatoire of Scotland is committed to the welfare and wellbeing of children and young people, and regards their protection and promoting of their interests to be of paramount importance.

We consider it the duty of all those employed or involved with the organisation to prevent the abuse of all children and young people with whom they come into contact and to keep them safe.

All staff must adhere to guidelines and respond appropriately to concerns, allegations or disclosures of abuse and harm.

This policy contains information for all Conservatoire staff on their personal responsibilities and those of the nominated Conservatoire Designated Child Protection Contacts.

Any queries about this policy and the accompanying procedures should be directed in the first instance to the Deputy Director of HR, Lydia Demaison via email on: [L.Demaison@rcs.ac.uk](mailto:L.Demaison@rcs.ac.uk).

## PART ONE: RCS Policy

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### **1.1 Policy Statement**

The Royal Conservatoire of Scotland has 800 undergraduate and post graduate students who are undertaking a degree study with us. In addition we teach over 1000 children and young people through classes, short courses, summer schools, study centres and the Junior Conservatoire throughout the year.

The Conservatoire and its Board of Governors acknowledges that it has a responsibility for the safety of children and young people under its temporary care. It also recognises that good policies and procedures for the protection of children and young people are of benefit to everyone involved with the Conservatoire's work as identified by the Scottish Government's National Child Protection Guidance Scotland (2014).

The Board of Governors is committed to practices which protect children and young people from harm. The basic belief underpinning the Conservatoire's approach to child protection is that if children and young people are to learn respect for themselves and others they must be respected by the adults caring for them. All forms of physical, emotional and verbal punishment are unacceptable. Abuse, exploitation and humiliation are degrading processes which will not be tolerated.

The Conservatoire expects all staff to help in developing an ethos where all people matter and are treated equally, and with respect and dignity. In always putting the care, welfare and safety needs of a child and young person first, we will also have created an environment which protects staff. Best and safe working practices require that this policy is enacted and its procedures followed.

Getting it Right for Every Child (GIRFEC) 2005, is the Scottish Government's vision that children/young people in Scotland should become confident individuals, effective contributors, successful learners and responsible citizens. Every child in Scotland has the right to be Safe, Healthy, Active, Nurtured, Achieving, Responsible Respected and Included. These are referred to as the SHANARRI indicators. The welfare and wellbeing of all children and young people is of paramount concern. The conservatoire will support the welfare and wellbeing of all children and young people in its care.

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/ guardian(s) to work in partnership with the services that can help them. The Conservatoire supports this framework in all that we do and we are required by local Child Protection Procedures, and Scottish Government Guidance "National Guidance for Child Protection in Scotland 2014" to respond to suspicious information or allegations of abuse by ensuring they are reported to the relevant child's 'Named Person' or statutory organisation, such as Social Work or the police.

In accordance with the United Nations' "Convention on the Rights of the Child", the Royal Conservatoire affirms the rights of children and young people to:

- ✓ Nurture and Care, including the right to be protected from abuse;
- ✓ Self-expression and self-determination, including a recognition of the importance of the child's own viewpoint, feelings, interests and wishes
- ✓ Enjoy rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts

## **1.2 Definitions**

### Definition of a Child or young person

For the purposes of this policy the definition of a 'child' or 'young person' is anyone aged under 18 years of age as supported by the Children and Young Person Act (2014). The extension of the use of the term 'child' beyond 16 years of age is to ensure that there is not an abuse of the position of trust that exists in the teacher/student relationship. Where a young person aged 16-18 requires protection it must be noted that the Adult Support and Protection (Scotland) Act 2007 legislation may apply.

### Definition of Staff

For the purpose of this policy, Conservatoire staff includes not only full-time staff but also part-time and part-time hourly paid staff, examiners, volunteers, ushers, stewards, visiting lecturers, students, consultants and contracted staff working within Conservatoire premises, off-site venues and premises under the umbrella of the Conservatoire.

### DCPC

Full details of the role of the Conservatoire's Designated Child Protection Contacts are detailed on page 15.

The Conservatoire's policies are based on the following principles:

- The welfare of the child and young person must be protected and promoted.
- Children and young people are individuals with their own needs, wishes and feelings
- Recognition of the importance of parents, families and other carers in children's and young people's lives whilst making it clear that staff have an obligation to pass on information about any concerns to statutory agencies whilst working in partnerships with all parties concerned with the welfare of children being vital.
- Where there is a conflict of interest the needs of the child or young person must always be paramount.
- All children and young people must be treated in accordance with the Conservatoire's Dignity at Work and Study Policy.
- Staff deserve professional support and guidance to fulfil their roles in accordance with this policy.

All Conservatoire staff are required to:

1. Recognise and accept their responsibilities in relation to this policy
2. Develop awareness of the issues which can cause children or young people harm
3. Report any concerns following the procedures contained within this policy
4. Complete the Conservatoire online child protection training package to support an understanding and competency within their role; this will support staff to identify risk factors that may lead to any significant harm of a child within the Scottish Government's GIRFEC (Getting it Right for Every Child) approach. Child protection training is mandatory and is required to be refreshed every three years.

The Conservatoire will endeavour to protect children and young people by:

- a) Adopting child protection procedures and a Code of Practice for everyone who works on behalf of the Conservatoire.
- b) Reporting concerns to the appropriate authorities.
- c) Following vigilantly the established procedures for the recruitment and selection of all Conservatoire staff.
- d) Providing effective management for all Conservatoire staff through support and training.
- e) Providing information for children, young people and parents/guardians on child protection procedures within the Conservatoire.

### 1.3 Conservatoire Child Protection Policy

It is the Conservatoire policy that:

All staff working on behalf of the Conservatoire accept responsibility for the welfare of the children and young people who they come into contact with in connection with Conservatoire tasks and functions, and are obliged to report any concerns about a child, young person or someone else's behaviour using the designated procedures.

A flowchart of the procedure for reporting concerns can be seen at Appendix A.

The lines of responsibility in respect of protecting children and young people are clear. The Conservatoire has identified 4 key individuals, **Senior Designated Child Protection Contacts** (SDCPCs) who will take action following any expression of concern in relation to children and young people, including making referrals to appropriate child protection agencies.

We also have a number of **Designated Child Protection Contacts** (DCPCs), who are trained to provide information and advice to colleagues on child welfare, wellbeing and child protection matters.

It is not a member of staff's responsibility to investigate a concern or decide if abuse or harm has occurred. Staff simply must ensure that all information is passed to a Designated Child Protection Contact or Senior Designated Child Protection Contact without delay. A form is provided for this purpose and can be found at Appendix E.

All those involved with children or young people on behalf of the Conservatoire must adhere to the Code of Practice in relation to children or young (see page 11).

Information relating to any allegation or disclosure will be clearly recorded as soon as possible following clearly laid down procedures (*see Appendices*). All reports made will be stored confidentially and will be accessible only to key named personnel within the HR Department, who are also DCPCs, on behalf of the Conservatoire.

Confidentiality that might apply to other situations should not override the right of a child or young person to be protected from harm. However every effort must be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is investigated.

The Conservatoire's policy on Child Protection will be referred to and included in recruitment and other appropriate policy materials. The policy will be openly and widely available to staff and actively promoted within the Conservatoire.

A culture of mutual respect between children/young people and those who represent the Conservatoire in all its activities will be encouraged, with Conservatoire representatives modelling good practice in this context.

Individuals who undertake regulated work with children/young people/adults at risk of harm are required to join the PVG (Protection of Vulnerable Groups) Scheme. (Please refer to the Conservatoire's PVG Scheme and Disclosure Policy)

Any member of staff who encounters concerns in the context of their work will be supported when they report their concerns in good faith.

**The Conservatoire is committed to reviewing and improving the Child Protection Policy and Procedure and this will occur annually.**

## 1.4 Designated Child Protection Contacts (DCPC's)

General queries or concerns relating to the protection of children or young people can be directed to any of the DCPCs as listed below:

DCPC	Role	Contact Details
Jane Balmforth	Conservatoire Counsellor and Disability Advisor	0141 270 8282 Email: <a href="mailto:j.balmforth@rcs.ac.uk">j.balmforth@rcs.ac.uk</a>
Roz Caplan	Conservatoire Equality and Diversity Officer	0141 270 8384 Email: <a href="mailto:r.caplan@rcs.ac.uk">r.caplan@rcs.ac.uk</a>
Thea de Joode	Student Care Manager	0141 270 8255 Email: <a href="mailto:T.deJoode@rcs.ac.uk">T.deJoode@rcs.ac.uk</a>
Josh Dickson	Head of Traditional Music	0141 270 8244 Email: <a href="mailto:j.dickson@rcs.ac.uk">j.dickson@rcs.ac.uk</a>
Lauren McCormick	Junior Conservatoire of Music, Coordinator	0141 270 8247 Email: <a href="mailto:l.mccormick@rcs.ac.uk">l.mccormick@rcs.ac.uk</a>
Marlisa Ross	Programmes Development Manager	0141 270 8368 Email: <a href="mailto:m.ross2@rcs.ac.uk">m.ross2@rcs.ac.uk</a>
Ali de Souza	Acting Coordinator	0141 270 8259 Email: <a href="mailto:a.desouza@rcs.ac.uk">a.desouza@rcs.ac.uk</a>
Abbie Wallace	Programmes Development Manager	0141 270 8255 Email: <a href="mailto:a.wallace@rcs.ac.uk">a.wallace@rcs.ac.uk</a>
Mona Keeling	Lifelong Learning Coordinator, Drama and Dance	0141 270 8337 Email: <a href="mailto:m.keeling@rcs.ac.uk">m.keeling@rcs.ac.uk</a>
Irina Glinksi	Transitions Coordinator	0141 270 8213 Email: <a href="mailto:i.glinksi@rcs.ac.uk">i.glinksi@rcs.ac.uk</a>
Ruth McGowan	H&S Administrator	0141 270 8369 Email: <a href="mailto:r.macgowan@rcs.ac.uk">r.macgowan@rcs.ac.uk</a>
Megan Peasgood	Part-time Lecturer, Juniors Ballet	Email: <a href="mailto:m.peasgood@rcs.ac.uk">m.peasgood@rcs.ac.uk</a>
Carole Williams	Transitions Coordinator	0141 270 8303 Email: <a href="mailto:c.williams@rcs.ac.uk">c.williams@rcs.ac.uk</a>

You can contact any DCPC in person, by telephone or by email to discuss any concerns you may have, irrespective of which school, course or project you are involved in.

If you cannot get hold of a DCPC, please contact a Senior Designated Child Protected Contact.

## 1.5 Senior Designated Child Protection Contacts (SDCPC's)

A Senior DCPC should be contacted immediately in the event of an emergency situation relating to the safety of a child or young person. The individuals below can be contacted **at any time**.



The Out of Hours Number for use in an emergency is: **07538 389 446**

The role of the Designated Child Protection Contact is outlined fully in Part 3 of this policy.

Name	Role	Contact Details
Matthew Chinn	Associate Head of Junior Conservatoire	0141 270 8386 Email: <a href="mailto:m.chinn@rcs.ac.uk">m.chinn@rcs.ac.uk</a>
Lydia Demaison	Deputy Director of Human Resources	0141 270 8228 Email: <a href="mailto:l.demaison@rcs.ac.uk">l.demaison@rcs.ac.uk</a>
Hugh Hodgart	Director Of Drama, Dance, Production and Film	0141 270 8288 Email: <a href="mailto:h.hodgart@rcs.ac.uk">h.hodgart@rcs.ac.uk</a>
Jackie Russell	Director of Human Resources	0141 270 8338 Email: <a href="mailto:j.russell@rcs.ac.uk">j.russell@rcs.ac.uk</a>

## PART TWO: Procedures for staff working with Children and Young People

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### 2.1 Code of Practice for staff

The Conservatoire expects all staff to be aware of this Code of Practice and adhere to its principles in their approach to all children and young people.

These examples of best practice have been written to help protect both students and staff; they take into consideration that both parties can be vulnerable at any time within a one to one or small group teaching situation:

1. Best practice includes valuing and respecting children as individuals, in line with the UN Convention on the Rights of the Child and the Scottish Government's GIRFEC *framework*.
2. It is important not to have any inappropriate physical contact with children/young people and this must be avoided. Inappropriate physical contact could be defined as unnecessary contact, or contact which could be seen to encroach on an individual's space in a way that could make them feel uncomfortable. Where physical contact/ assistance is appropriate (for example, in music when adjusting a bow/ instrument hold, or in dance when stabilising posture), it is important to always explain to the individual what is going to happen, to ensure that actions cannot be misinterpreted and to make sure that others in the vicinity are clear as to the actions that are going to take place.
3. It is against the policy of the Conservatoire for a member of staff to travel with children/young people alone in a car, no matter how short the journey. Another staff member should always be present, unless the specific issue has been discussed with a DCPC and consent has been obtained from the parent/ legal guardian.
4. Do not make suggestive or inappropriate remarks to or about a child or young person, even in fun, as this could be misinterpreted.
5. When teaching children and young people in a one to one or small group situation, staff should take care to observe certain aspects of their teaching environment in respect to the comfort and safety of both students and staff. These should include:
  - I. a clear pathway to the door, (teachers should avoid working between the student(s) and the door);
  - II. avoidance of coverage under any circumstance of any windows within the room or the door if working in a one-to-one situation.
  - III. if the room does not have a window, then the door should be kept open where possible
  - IV. the duty manager will routinely look into rooms where doors are closed
6. When children/young people are changing clothes, if the presence of an adult is necessary, there must be a minimum of two adults in the room at all times.

7. The consent of parents/legal guardians of children aged 12 and under must be sought prior to the taking of any images (photographs or filming) and this consent should cover both the taking/recording of images and any subsequent publication of them either in printed (marketing materials, reports etc.) or electronic (websites, e-newsletters, presentations) format. A consent form is included at Appendix K; this, or an electronic version of it or similar, must be completed prior to any images of children or young people being taken.

Please be aware that further guidance on the use of photographic images in general can be obtained

from: <https://the cpsu.org.uk/resourcelibrary/2013/guidance-on-photographing-and-videoing-children-in-sport/>

8. Any member of staff who is aware that a child or young person may have become inappropriately attracted to a member of staff (including themselves) should report this to the relevant Line Manager who will be able to provide advice, support and guidance and also monitor or take action as required. *Further guidance can be sought from a DCPC as required.*
9. Similarly any member of staff who is aware that a member of staff (including themselves) may have become inappropriately attracted to a student, must bring this to the attention of the relevant Line Manager who will be able to provide advice, support and guidance and also monitor or take action as required. *Further guidance can be sought from a DCPC as required.*
10. Where it appears that working relations between a child or young person and a member of staff may be starting to break down, the Line Manager must be informed and a process put in place to monitor the situation to ensure the relationship does not deteriorate further.
11. Under normal circumstances, a member of staff working on behalf of the Conservatoire should never enter a student's home. If it is unavoidable to visit the student's home, never go alone. Always let members of your team know where you are going, and what time you expect to be back. If you are running late, let people know where you are and what time you think you will arrive.
12. Never give out personal details of anyone, especially those of a student. Similarly, staff should consider carefully whether or not to share their own personal details with students. Staff who use social networking sites (e.g. Facebook, twitter) either personally or on behalf of the Conservatoire must refer to the Conservatoire's Social Networking Policy for further guidance.

It is important that you keep yourself abreast of the Conservatoire's policies and procedures on a regular basis.

Make time with your colleagues to discuss the topic of keeping children and young people safe.

**If you are in any doubt or need further guidance, consult a Designated Child Protection Contact as soon as possible.**

## 2.2 What to do if a Child or Young Person discloses to you

- Remain outwardly calm; this is important to reassure the child/young person
- Make sure that you have a quiet private space available to talk, which is free from interruptions and distractions
- Give the child/young person your full attention
- Show in your body language that you are open and receptive. This would normally mean adopting an open posture with legs and arms unfolded. Smile sufficiently to convey warmth
- Be aware of your own emotions
- Make good eye contact. Get into a position (ideally where you are both seated) in which your faces are level.
- Make a conscious effort not to show any signs of shock, disgust or disbelief as this may inhibit the child/young person who might then not be able to tell you what they want to tell you.
- Reassure the child/young person that you believe them and think what they say is serious and that it needs to be taken seriously.
- Explain to the child/young person clearly, calmly and supportively that because they and possibly other children are at risk you need to tell others about what they have said.
- If necessary ask the child/young person to repeat what they have said and clarify this with them.
- Let them know that they are brave to be disclosing.
- Show an interest and make it clear that if a child/young person wants to say more, you are willing to listen, make time for them.
- Take all necessary action to protect the child or young person – remember ‘child protection is everyone’s job’
- Record in the child or young person’s own words what has been said.

Some example scenarios are included at Appendix C

**Remember, you must refer the matter to a Designated Child Protection Contact if a disclosure is made to you.**

**You must refer – you must not investigate**

## PART THREE: Designated Child Protection Contacts

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### 3.1 The role of Designated Child Protection Contacts (DCPC's)

The role of the DCPC is to:

1. Know when it is appropriate to contact an external agency in the event of a child protection issue causing concern for the Conservatoire.
2. Provide information and advice on the Conservatoire's Child Protection Policy and other linked policies.
3. Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover. All documentation should then be sent to Lydia Demaison (l.demaison@rcs.ac.uk) for confidential recording and storing.
4. Liaise with the Named Person, local Social Work Services and other agencies (e.g. Police), as appropriate.
5. Always keep relevant people within the organisation informed about incidents/actions taken and any further action required.
6. Always inform a member of the Conservatoire's Contingency Planning Team of any event of a child protection concern which leads to referral or action.
7. Ensure that a proper record is kept of any referral and action taken, and that all paperwork (whether electronic or hard copy) is sent to the DCPC within the HR Department. All records will be maintained by HR on the G drive, with password protection and therefore accessible only to HR; if copies of notes are required by the submitting DCPC, these will be supplied as necessary.

In the event of any concern, advice can be sought through the NSPCC helpline on 0808 800 5000 24 hours a day.

## PART FOUR: Document Control Information

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### 4.1 Document Control Information overview

Author of Policy: Director of HR

Accountability: Director of HR

Department: Human Resources

Review requirements: Annually or as required

Committee Requirements: Major changes to be approved by Health, Safety and Wellbeing Committee, operational changes to be approved by Director of HR and noted by Health, Safety and Wellbeing Committee.

Current Version: 3

Approval Confirmed (date): 10/05/2018

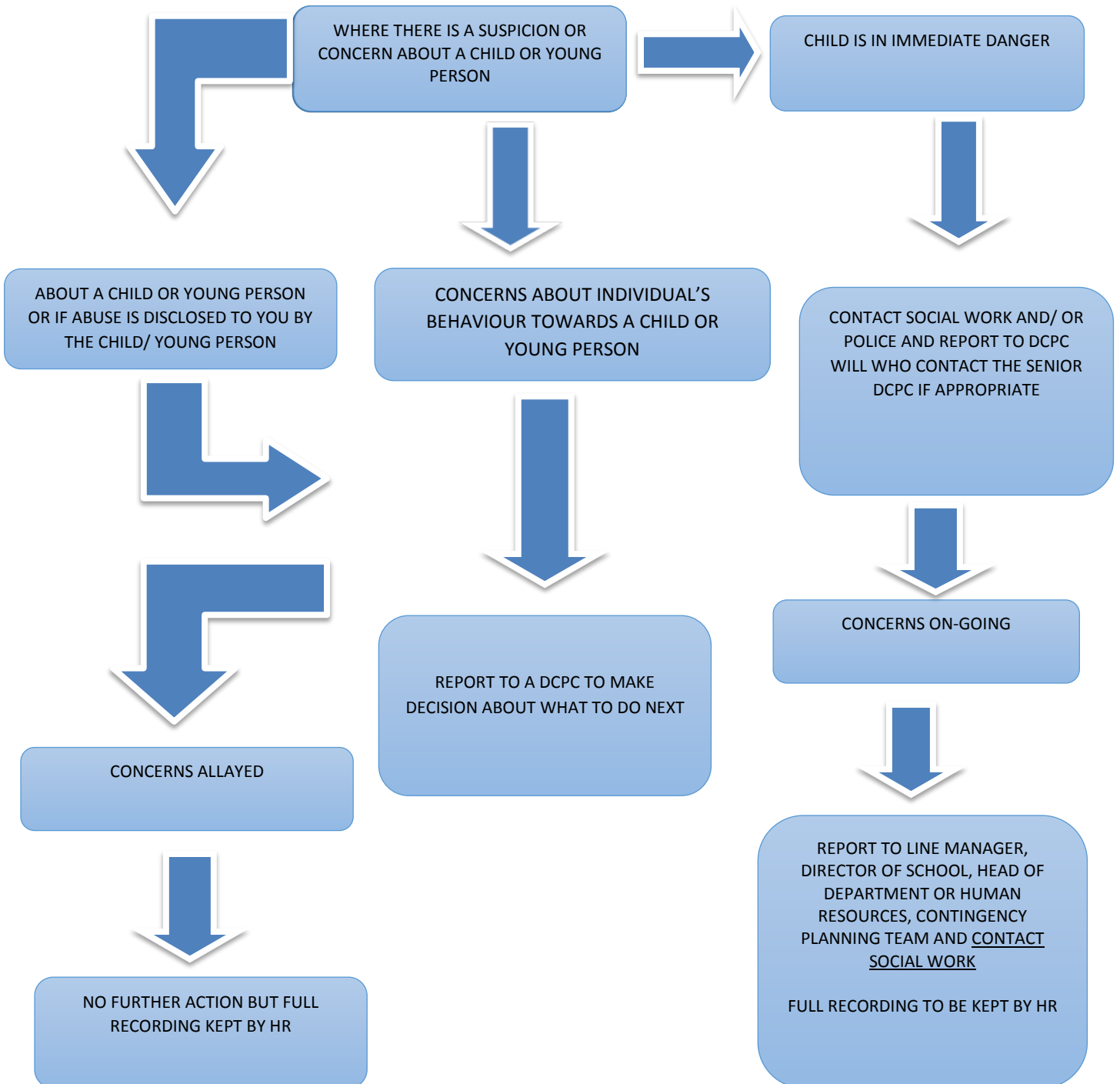
Approval Confirmed (signature): \_\_\_\_\_

### 4.2 Document Revision History

Version No.	Version Date	Prepared By	Approved By	Summary
3	10/05/2018	Lydia Demaison	Jackie Russell	Operational Change - Updates to DCPC information and formatting
4	25/09/2018	Dom Nasilowski	Lydia Demaison	Removed Chris Brown; Kate Bowie. Replaced Roz Caplan with Lydia Demaison as primary contact. Age of consent regarding photo permissions amended.

# APPENDIX A: PROCEDURE FOR REPORTING CONCERNS

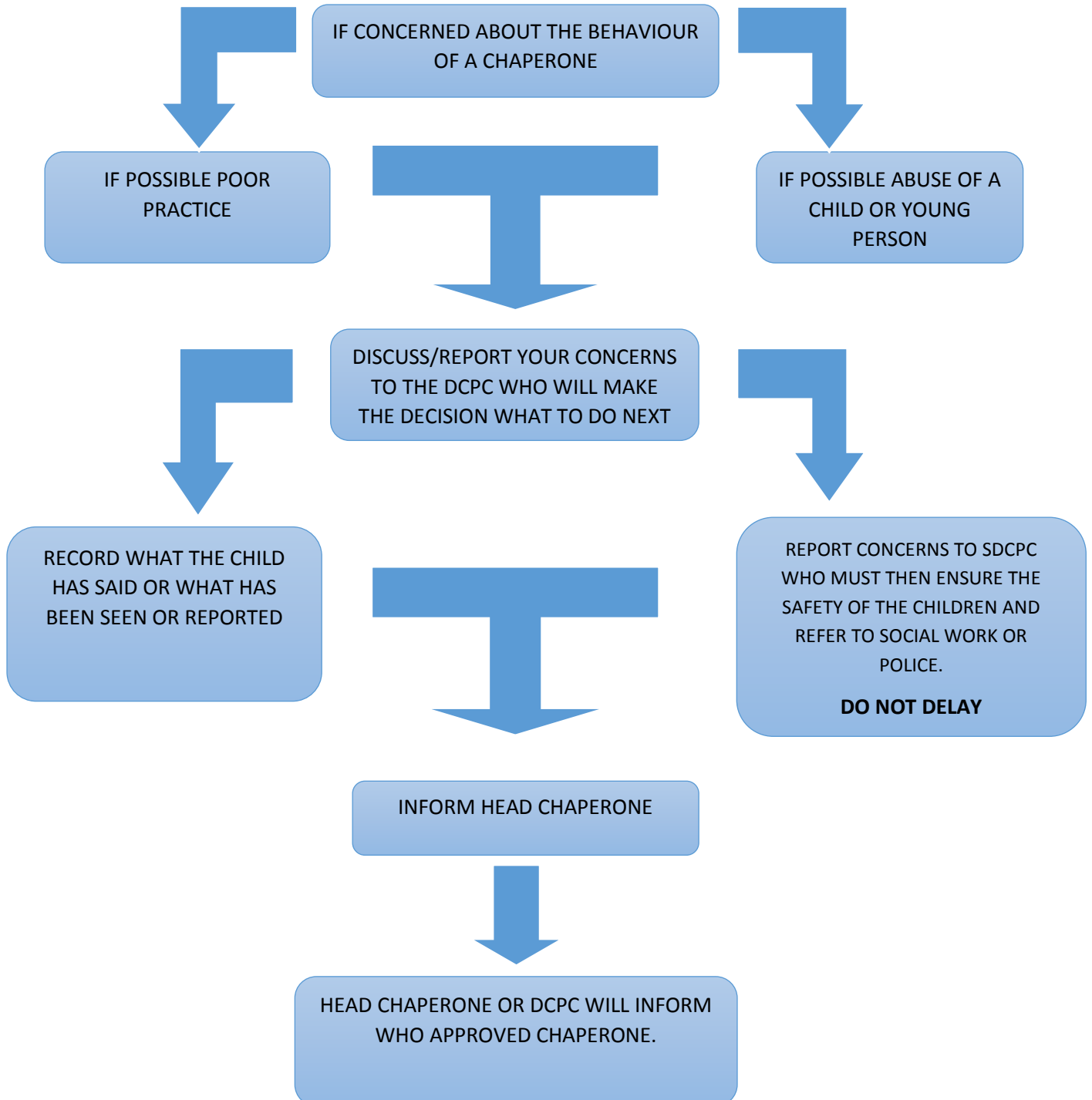
This flow-chart demonstrates the process by which concerns about children and young people will be addressed by the Conservatoire.



## APPENDIX B: CONCERNS ABOUT A CHAPERONE

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### Reporting Flowchart





## APPENDIX C: CHILD PROTECTION SENARIOS

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The scenarios below provide an opportunity for staff to consider the appropriate action that should be taken in a range of hypothetical situations.

These scenarios supplement the on-line and face to face training that Conservatoire staff have access to. Further information on staff training can be obtained from Lydia Demaison, Deputy Director of HR.

### **Scenario 1 – Jane 12 years old, Musicworks Student**

Jane's behaviour at her weekly class has progressively deteriorated over the last few weeks; she is aggressive and is disengaged, turning up late and swearing at fellow students. You challenge Jane after an incident and she discloses that she is 3 months pregnant and the father is a 21 year old male who has a history of violence towards his partners.

#### **Key issues:**

- Jane is under age and therefore a criminal offence has been committed
- Jane is potentially at risk of violence from the baby's father
- Jane is being disruptive and impacting on the learning of other students

#### **What should you do in this situation?**

- Remain calm
- Record what Jane has told you in her own words
- Let Jane know as calmly and supportively as possible that you must disclose what she has told you
- Report the matter to a DCPC who will make the decision about what to do next (*in these circumstances it is likely to include contacting social work and/or the police*)

### **Scenario 2 – Stacey 16 years old, Weekend Drama Student**

Stacey discloses that she has a crush on a new tutor on her weekly course. She says he gave her a lift home the other day because it was raining, and has offered to again as he lives in the local neighbourhood. He has also agreed to give her extra support after the course with her acting technique.

#### **Key issues:**

- It is contrary to Conservatoire policy for a member of staff to travel alone with a student, no matter how short the journey, or for extra support to be given outside the course she attends.
- If a member of staff is aware that a student may be inappropriately attracted to a member of staff (including themselves), the matter must be reported to the line manager who will be able to provide advice, support and guidance and also monitor or take action as required. Similar action should be taken if a member of staff has become inappropriately attracted to a student, which may be the case here.

#### **What should you do in this situation?**

- Report the matter to a DCPC (*who will liaise with member of staff and their line manager and may inform her named person*)

- Record what Stacey has told you in her own words.

### **Scenario 3 – James 11 years old, weekend Dance student**

James has bruising to his left upper arm. When you ask him about this he says he got the injury trying to stop his dad from punching his mum in the face the night before.

#### **Key issues:**

- James is living within a violent environment and is in immediate danger of further injuries and significant harm.
- Risks to the safety of James if he goes home and no action taken.

#### **What should you do in this situation?**

- Remain calm
- Let James know as calmly and supportively as possible that you must disclose what he has told you as are concerned about his safety and believe he is at risk of further significant harm.
- Report the matter to a DCPC who will make the decision about what to do next (*in these circumstances it is likely to include contacting named person, social work and police*)
- Record what James has told you in his own words

### **Scenario 4 - Janan 15 year old, Music Student**

Janan tells you that she is travelling to her country of origin to attend her cousins wedding. Her family have informed her that she will be meeting with a cousin whom her parents have spoken about for some time as being a potential husband for her; this has been her family's tradition. Janan has told her parents that she does not wish to get married soon as she wishes to attend the Conservatoire as a full time student. Janan is concerned that this trip is not to attend a relatives wedding but it is actually for her to marry her cousin.

#### **Key issues**

- Forced Marriage is illegal
- Janan is still 15, when is she 16?
- Janan has clearly stated that she does not want to get married

#### **What should you do?**

- Remain calm
- Let Janan know as calmly and supportively as possible that you are concerned about her forthcoming trip overseas
- Discuss the matter with a DCPC who will make the decision about what to do next (*in these circumstances it is likely to include contacting her named person, social work and police*)

## APPENDIX D: SIGNS AND SYMPTOMS OF POTENTIAL ABUSE

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### What is Child Abuse?

The Scottish Government guidance (2014)<sup>1</sup> states that 'child abuse and neglect is the maltreatment of a child'. An individual may abuse or neglect a child or adult at risk of harm directly, or may be responsible for abuse or neglect because they fail to prevent significant harm by another person. 'Significant Harm' is circumstances where "a child or young person's basic needs are not being met in a manner which is appropriate to his or her individual needs and stages of development and the child is, or will be, at risk through avoidable acts of commission or omission on the part of their parent(s), sibling(s) or other relative(s) or a carer (i.e. the person(s) while not a parent who has actual custody of, charge of, or control over a child)."

Abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child regardless of their age, gender, race, disability or ability, sexual orientation, religion or socio-economic status.

Some of the main types of abuse are: **physical, emotional, sexual and neglect.**

Children/young people and adults at risk of harm may be abused in a family or in residential care or in the community, including artistic and sporting activities by any individual known to them or by a stranger.

Children with disabilities are at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse has occurred.

The lists below are by no means exhaustive and must **not be used as a checklist** but are designed to give Conservatoire employees some guidance on how to recognise child abuse and neglect.

Any information has to be seen in the context of the child or young person's whole situation and circumstances. Different types of abuse may overlap or co-exist.

It may be that a child or young person may tell someone that they are being abused but they show no obvious signs. It is crucial that if a child or young person says that he/she is being abused the matter is taken seriously and passed on as a matter of urgency.

**Physical Abuse -** is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after (this is known as fabricated or induces illness).

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<sup>1</sup> National Guidance for Child Protection in Scotland 2014

***In a performing arts situation, physical abuse may occur when the nature and intensity of training disregard the capacity of the young person's immature and growing body.***

***Problems may also be encountered when children or young people are working on set or in an alien environment, when extra care and attention is needed.***

**Emotional Abuse** - is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

***In the performing arts this may occur when the young person is constantly criticized, 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. All staff and students should be aware of the Conservatoire's "Dignity at Work and Study" policy.***

**Sexual Abuse** - is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways. Child sexual exploitation involves a young person under the age of 18 being manipulated, forced, pressurised or coerced into taking part in a sexual act in exchange for something.

***In the performing arts, activities which might involve physical contact with students could potentially create situations where sexual abuse may go unnoticed.***

**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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to a child's basic emotional needs. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

***In the performing arts, this could occur when a tutor does not keep a child or young person safe, or when inadequate rest breaks or facilities (such as changing and toilet facilities) are provided.***

**Other areas to be aware of:**

**Bullying or Cyber-Bullying** - Cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this is as hurtful and damaging as other forms of bullying behaviour. Advances in technology are simply providing an alternative means of reaching people – where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, and social networking platforms. Further information can be found at Respectme: <http://www.respectme.org.uk/index.html>

**Child Sexual Exploitation** - is a form of child sexual abuse, and cannot be considered in isolation. Many of the young people who become victims have been vulnerable and at risk from an early age, and remain vulnerable to other forms of abuse and neglect. Child Sexual Exploitation is a complex issue and involves a young person under the age of 18 being manipulated, forced, pressurised or coerced into taking part in a sexual act in exchange for something. Further information can be found at the Scottish Government website: <http://www.csethesigns.scot/>

**Domestic Abuse** - takes the form of actions that can result in physical, sexual and psychological harm and suffering. It is widely unreported and it is crucial that staff are aware of the signs of domestic abuse. Further information can be found at Police Scotland: <http://www.scotland.police.uk/keep-safe/advice-for-victims-of-crime/domestic-abuse/>

**Forced marriage** - is not condoned in Scotland and is considered to be an abuse of human rights. Children who are forced or subjected to emotional, physical or sexual abuse as a result, are protected by the Forced Marriage (Protection and Jurisdiction) (Scotland) Act 2011. Further information can be found by calling the forced marriage Helpline on 0800 027 1234 which is open 24 hours or by visiting: <http://www.scotland.gov.uk/Topics/Justice/crimes/forced-marriage>

**Female Genital Mutilation (FGM)** - It is an offence in Scotland to carry out this procedure or carry it out (or arrange to carry it out) abroad, even in countries where it is legal. Further information on FGM can be found at: [http://www.nspcc.org.uk/inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation\\_wda96841.html](http://www.nspcc.org.uk/inform/resourcesforprofessionals/minorityethnic/female-genital-mutilation_wda96841.html)

A 24 hour FGM advice line is available through the NSPCC by calling: **0800 028 3550**

## WHAT IS CHILD PROTECTION?

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'Child Protection' means protecting a child from abuse or neglect. This need not have taken place but there may be the identification of 'a likelihood of risk or significant harm from abuse or neglect'.

Within a child protection context the risk of significant harm can result from a specific incident or series of incidents over a period of time. There are no absolute criteria for significant harm but the following definitions may help:

- 'Harm' means the ill treatment or the impairment of health or development of the child which may include seeing or hearing the ill treatment of another.
- Development can mean physical, intellectual, emotional, social or behavioural. Health can mean physical or mental.
- The 'harm' suffered or likely to be suffered is 'significant' in that the child's development is not as expected when compared with similar children.

Within your role it is important that you discuss with the DCPC any concerns you have that a child or protected adult is being placed at harm.

# APPENDIX E: CHILD PROTECTION INCIDENT REPORT FORM

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This form should be completed by the staff member who has witnessed an incident, or has had information of concern disclosed to them by a child/young person. Please speak to Duty Manager working at time of incident if you are unclear about any section of this form.

## General Information

Name of Staff Member Reporting: .....

Name of Child/Young Person: .....

Department (Short Courses/Musicworks/Junior Conservatoire): .....

.....

Class: .....

Date of Incident: .....

Time of Incident: .....

Location of incident: .....

## Details

Is there on-going concern about a child/young person's safety/wellbeing? Yes  No

Was the child/young person considered to be in immediate danger? Yes  No

Was a designated child protection officer contacted? Yes  No

If yes, please specify who: .....

Was the 'Named Person' contacted? Yes  No

Were the police contacted? Yes  No

Were social work services contacted? Yes  No

Please use space below to describe incident in detail:

- Note as much detail as possible about the incident
- Record factual information
- Do not make any assumptions about the situation
- Where possible use the words of the child/young person
-

Reporting Staff Signature: ..... Date: .....

Name of witness/s: .....

Witness Signature 1: ..... Date: .....

Witness Signature 2: ..... Date: .....

**What to do next**

This form should be completed and passed on to the DCPC working at the time of the incident who may ask you for more information about the situation if necessary and decide on the next course of action. If a DCPC is not available, the Duty Manager (where identified) should be notified.

The following section about any follow up that takes place will, in most cases, be completed by the DCPC.

The form will then be submitted and stored confidentially by the DCPC within the HR Department.



**Follow Up**

Please use space below to record any follow up to the incident (for example, contact with the participant’s parents/guardians, advice from social work services, etc.):

DCPP/ Duty Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form should be sent immediately to Lydia Demaison, Senior Designated Child Protection Officer, HR Department.**

## APPENDIX F: REFERRAL TO NAMED PERSON OR SOCIAL WORK

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Children and young people from birth to 18, or beyond if still in school, will have a Named Person to help support their wellbeing within the GIRFEC approach. The Named Person is a central point of contact if a child, young person or their parent(s) want information or advice, or if they want to talk about any worries and seek support.

They can also, when appropriate, reach out to different services who can help.

The Named Person for those attending the Conservatoire will be their head teacher, or guidance teacher or other promoted member of staff - for a school age child.

The Named Person will be a point of contact for the Conservatoire for any concerns about a child's wellbeing, the Named Person will carefully consider the situation by asking five questions:

- What is getting in the way of this child's or young person's wellbeing?**
- Do I have all the information I need to help this child or young person?**
- What can I do now to help this child or young person?**
- What can my agency do to help this child or young person?**
- What additional help, if any, may be needed from others?**

Once they have considered the situation, a Named Person will discuss this with the child's parent(s) and other appropriate professionals if required, to assess what needs to be done to improve the child's or young person's wellbeing. They will then plan what action(s) will be taken with the child or young person and their parent(s) and arrange appropriate review dates for the plan. Each situation and concern will be unique to the child or young person, and the way they are supported will be tailored to their individual needs. If a matter is serious enough to be referred to Social Work Services and the child/young person lives in Glasgow, the DCPC will complete the shared referral form, which can be accessed by following the link: <http://www.glasgowchildprotection.org.uk/CHttpHandler.ashx?id=12933&p=0>

### **This form must only be completed by a DCPC.**

Please note that if the child/young person in question lives out with Glasgow this form might not be accepted. The advice is to contact social work within the area the child lives and ask what their process is.

**Contact details for Social Work Services in Scotland can be found at:** <http://withscotland.org/public>

## APPENDIX G: USEFUL CONTACTS AND RESOURCES

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### **Glasgow Child Protection Committee**

[www.glasgowchildprotection.org.uk/](http://www.glasgowchildprotection.org.uk/)

In the website, you will be able to find information on what to do when concerned about a child, advice on when you might be worried about a child's safety and information on what might happen next. Local and National policies and procedures can be found here as well as local training delivered in Glasgow.

### **Scottish Government**

<http://www.scotland.gov.uk/Topics/People/Young-People/protecting/child-protection>

This website contains a wealth of information about child protection, including the Scottish Government's Children's Charter, a framework for standards, internet safety, information about local Child Protection Committees and the latest publications by the Scottish Government.

### **National Society for the Prevention of Cruelty to Children (NSPCC)**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

The NSPCC is a UK charity campaigning and working in child protection. You can search the site for Child Protection Training and other services in Scotland and use the library service to search for any research publications and press releases.

### **Children in Scotland**

[www.childreninscotland.org.uk](http://www.childreninscotland.org.uk)

Children in Scotland is a national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

### **“Creating Safety: Child Protection Guidelines for Scotland’s Arts, Screen and Creative Industries” October 2011**

[http://www.creativescotland.co.uk/sites/default/files/editor/creating\\_safety.pdf](http://www.creativescotland.co.uk/sites/default/files/editor/creating_safety.pdf)

This document provides guidance on child protection for individuals and organisations involved in delivering artistic, cultural and creative projects for children and young people in Scotland.

## APPENDIX H: PROTECTION OF CHILDREN CODE OF GOOD PRACTICE

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This code has been developed to provide you with advice that not only will help to protect children, but will also help you and your colleagues identify any practices which could be mistakenly interpreted and perhaps lead to false allegations of abuse.

Good practice will also protect the Conservatoire through reducing the possibility of anyone using their role to gain access to children, in order to abuse. While it is not intended that this code should restrict workers from normal ways of working (e.g. comforting a distressed child through providing a hug), there is much they can do to avoid situations that may give rise to misinterpretation, and will also work to protect children. Risk assessments should be undertaken for all Conservatoire events and submitted to HR for sign-off.

If in doubt, consider how an action or activity may be perceived as opposed to how it is intended. Wherever possible, you should be guided by the following advice. If it is necessary to carry out practices contrary to it, you should only do so after discussion with, and the approval of, your Line Manager.

- When teaching in one-to-one situations with a child ensure that the viewing panel in the door is not obstructed.
- Never offer to or take a child alone in your own vehicle.
- If it is necessary to do things of a personal nature for a child (e.g. toileting due to their age), ensure they are carried out with the full knowledge of the parents and your line manager. (SEE APPENDIX I)
- The Conservatoire strives to develop a culture in which workers feel comfortable enough to point out inappropriate attitudes and behaviours to each other.
- Don't join in or allow any sexually provocative games involving or observed by children, whether based on talking or touching, or images on computers/mobile phones.
- Never make suggestive remarks or discriminatory comments to a child
- Don't engage in or tolerate any bullying of a child, either by other children or by adults.
- Don't engage in or tolerate inappropriate physical activity involving children
- Never enter a room where a child may be changing his or her clothes or may not be fully dressed.
- Avoid favouritism and singling out troublemakers.
- Never trivialise abuse.
- Never let allegations by a child go unreported, including any made against you.
- Never 'friend' a student on social media sites (e.g. Facebook)

## APPENDIX I: RESIDENTIAL PACK CHECK LIST

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This checklist should be used when residential trips or tours are organised by the Royal Conservatoire of Scotland.

Schedule	
Supervision schedule	
Room lists	
Floor plan of residential venue	
Register	
Bus register	
Fire register	
Student emergency contacts	
Staff emergency contacts	
Medical lists	
Confirmation of bookings	
Must have telephone numbers:	Bus company
	Staff mobile
	Residential venue
	Home contact
	Disaster recovery team
	NHS 24
	All RCS work numbers
Directions to/from	nearest hospital
	nearest children's hospital ( <i>if different from above</i> )
	Dentist
	Optician
Residential staff handbook	
Child protection policy	
Dignity at work and study policy	
Risk assessment	
Student names for photographs	
Event preparation and requirement form	
Student feedback forms (MER)	
Quality assurance checklist	

## APPENDIX J: SAFEGUARDING AND TOILETING POLICY

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### **Early Years (Ages 3 – 7) Toileting and Medical Policy**

This document provides guidance in relation to meeting and responding effectively to all toileting needs of children within the Royal Conservatoire of Scotland's Early Years provision. These guidelines cover information for children between 3 and 7 years old who are attending Early Years classes without parents/guardians. Those children under the age of 3 will be attending classes with parents/guardian; therefore the parents/guardians will be responsible for their child's needs. Where children are without parents/guardians in the room the workshop leader and Early Years Assistant will assume a pastoral care role.

All Early Years staff members have been subject to an Enhanced Disclosure Scotland / PVG (Protecting Vulnerable Groups) scheme check and adhere to the following policy and procedures:

- All parents/guardians are asked to ensure their child is taken to the toilet immediately before a lesson or class

○

#### **In the event of a 3-7 year old child needing the toilet:**

- Child should make staff aware that they desperately need the toilet and can't wait. The assistant will check if the parent/guardian of this child is close by, and if so they will be responsible for taking their child to the toilet.
- If a parent/guardian is not close by the child will be shown to the toilet by an Early Years staff member or classroom assistant. The remainder of the class will continue to work with the remaining staff member.
- Staff should always make sure that another member of staff is aware that they are escorting a child to the toilet
- For younger children, the staff member will probably be required to open external toilet doors for the child due to size
- Staff member will make sure that the toilet is clean and appropriate for use and will ensure that the child safely enters the toilet cubicle
- The staff member should remain outside the toilet cubicle and check with the child occasionally that they are OK. The staff member should remain in the toilet block until child is finished.
- In the unlikely event that a child needs further assistance, the staff member will act sympathetically and appropriately towards the child and the parent will be informed of anything the staff member deems to be important.
- The child will be encouraged to wash and dry hands
- The child will be escorted back to class

#### **Dealing with a child who has had an accident (physical, toileting or vomiting) or is feeling unwell:**

- Staff are made aware that the child/young person has had an accident or is feeling unwell
- Staff will notify parents/guardian immediately by telephone of the situation so that they can attend to their child.

- Staff members will act sensitively and respectfully in all circumstances and reassure the child that all will be OK.
- The child will be invited to go with one of the Early Years staff members to the first aid/sick bay until their parents/guardian arrives.
- Client services (first aid trained) will be notified of the incident and asked to contact the Royal Conservatoire's domestic services team to deal with any necessary clean up
- Staff members will make the child as comfortable as possible in all circumstances.

**General guidelines:**

- The Early Years office hold records of all parents'/guardians' emergency contact details and students' medical information. This information is collected during student enrolment and parents/guardians are asked to notify the Early Years office as soon as possible should these details change during the duration of weekly classes.
- Parents are also asked to notify the Early Years office if their child has self-administered medication which they are required to carry during class.

## APPENDIX K: PERMISSION FOR USE OF PHOTOGRAPHS AND RECORDED IMAGES

*Please refer to the notes below.*

A

I, \_\_\_\_\_ (print parent/guardian full name),  
consent to Royal Conservatoire photographing or video-recording  
\_\_\_\_\_ (print full name of child/young person) under  
the stated rules and conditions and I confirm that I am legally entitled to give this  
consent.

I also confirm that the aforementioned young person is not under a court order.

Signature of Parent / Guardian \_\_\_\_\_ Date \_\_\_\_\_

B

I, \_\_\_\_\_ (print name of participant), consent to  
Royal Conservatoire photographing or video-recording my involvement in Royal  
Conservatoire activities under the stated rules and conditions.

Signature of Participant \_\_\_\_\_ Date \_\_\_\_\_  
(where appropriate)

### **Notes**

Both sections should be completed by the legal guardian (usually parent/ guardian) of a participant under the age of 18, together with the participant.

It provides us with your permission to use images of the participant. Please note that if you have more than one child under the age of 18 involved with Royal Conservatoire activities you will need to complete a separate form for each child.

The Royal Conservatoire recognises the need to ensure the welfare and safety of all participants involved in its activities. As part of our commitment to ensure the safety of participants we will not permit photographs, video or other images of participants to be taken or used without the consent of the parents/guardians (where applicable) and the participant.

The Royal Conservatoire will follow national guidance for the use of images of children and young people. The Royal Conservatoire will also take all steps to ensure these images are used solely for the purposes they are intended, which is the promotion and celebration of the activities of the Royal Conservatoire. If you become aware that these images are being used inappropriately you should inform the Royal Conservatoire immediately.

As well as for use in printed publications and for training and archive purposes, the information may be used on the website [www.rcs.ac.uk](http://www.rcs.ac.uk).

If at any time either the parent/guardian or the participant wishes the data to be removed from the website or from a publication, notice must be given to the Royal Conservatoire in writing, after which the data will be removed within appropriate timescales.