

**Southern Counties Amateur Bands Association
(known as scaba)**

**CHILD, YOUNG PERSON and
ADULT AT RISK
SAFEGUARDING
POLICY AND PROCEDURES**

Recommended good practice in brass banding

Policy adopted 2015

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1. Introduction

1.1

This Safeguarding policy should be seen as a clear signal by scaba that it is determined to ensure all necessary steps are taken to protect from harm those children, young people and adults at risk who participate in brass playing at all levels.

This policy establishes scaba's position, role and responsibilities and, together with the procedures section, clarifies what is expected of other organisations, brass bands and individuals involved in brass banding. It should be read in conjunction with the Association's constitution.

This policy clearly highlights the importance placed by scaba on the protection of children, young people and adults at risk. It also safeguards and protects all personnel from the risk of false allegations of abuse or poor practice.

Everyone who participates in brass banding is entitled to do so in an enjoyable and safe environment. To ensure this, scaba has developed principles that all its members should follow. Any activity that scaba undertakes will be planned and appropriate.

These principles apply to all participants but children, young people and adults at risk in particular are entitled to a higher duty of care and are to be protected from poor practice or abuse. Abuse can occur within many situations including the home, school and the banding environment.

All policies, procedures and principles discussed below apply to children, young people and adults at risk who will hereinafter all be referred to as 'vulnerable people'.

Some individuals will actively seek employment or voluntary work with vulnerable people in order to harm them. scaba is committed to devising and implementing policies so that everyone in the Association accepts their responsibilities to safeguard vulnerable people from harm and abuse. This means following procedures to protect vulnerable people and to report any concerns about their welfare to appropriate authorities.

Everyone working in brass banding either in a paid or a voluntary capacity, together with those working in affiliated organisations, has a role to play in safeguarding the welfare of vulnerable people and preventing their abuse. Anyone who may have regular contact with vulnerable people will be a very important link in identifying cases where a vulnerable person needs protection.

These Procedures and Policies will be reviewed annually at scaba's Annual General Meeting.

1.2 Policy statement

scaba is committed to the following:

- Making the welfare of all vulnerable people paramount.
- Ensuring opportunities for all vulnerable people whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in brass banding in an enjoyable and safe environment.
- Taking all reasonable steps to protect vulnerable people from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- Responding swiftly and appropriately to all suspicions and allegations of poor practice or abuse.

1.3 Terms and abbreviations

The following terms and abbreviations are used in this document:

- Anyone under the age of 18 is considered to be a child/vulnerable person.
- 'vulnerable person' and 'vulnerable people' also refer to child/children, young Person/young people and adult/s at risk.
- 'Parent' is used as a generic term to include parents, carers and legal guardians.
- 'Personnel' includes employees of scaba, members of the Association and adult volunteers working with any band or other group organised under the auspices of scaba.
- 'Safeguarding Officer' is the individual within the Association whose responsibilities are explained in section 3.3 below.
- 'scaba' and 'the Association' refer to the Southern Counties Amateur Bands Association.
- DBS: Disclosure and Barring Service

2. Good Practice, Poor Practice and Abuse

2.1 Introduction

To provide vulnerable people with the best possible experience and opportunities in brass banding, everyone must operate within an accepted ethical framework and demonstrate exemplary behaviour. Not only will this allow brass banding to make a positive contribution to the development of vulnerable people and safeguard their welfare, but it also protects all personnel from the risk of false allegations of abuse or poor practice.

It is not always easy to distinguish poor practice from abuse, whether intentional or accidental. It is not therefore the responsibility of employees or participants in brass bands to make judgements about whether or not abuse is taking place. It is, however, their responsibility to identify poor practice and possible abuse and to act if they have concerns about the welfare of a vulnerable person, as explained in section 4. This section (2) will help you identify what is meant by good practice, poor practice and abuse.

2.2 Good practice

All personnel should adhere to the following principles and actions:

- Before undertaking any activities involving vulnerable people, conduct a risk assessment to identify possible sources of danger and take appropriate action to minimise these risks.
- Make the experience of brass playing fun and enjoyable; promote fairness, confront and deal with bullying and do not condone rule violations or the use of prohibited or illegal substances. insist on adherence to Safeguarding procedures.
- Treat all vulnerable people equally; this means giving both the more and less talented members of a group similar attention, time and respect, and preserving their dignity.
- Respect the developmental stage of each vulnerable people and do not risk sacrificing their welfare in a desire for personal achievements. This means ensuring that the practice intensity is appropriate to the physical, social and emotional stage of the development of the student. Concerts, band competitions, solo competitions etc. must be suited primarily to the needs and the interests of the vulnerable Person, not those of the parents, teacher or band.
- Build relationships based on mutual trust and respect, in which vulnerable people are encouraged to take responsibility for their own development and decision-making. Avoid situations where the teacher, conductor or any other member of scaba uses their position and

power to decide what the student should or should not do without consideration of the vulnerable Person's needs and capabilities.

- Always be publicly open when working with vulnerable people. Teaching sessions or meetings where a teacher and an individual student are completely unobserved are unacceptable.
- Where vulnerable people need to be supervised in the changing rooms, adults should work in pairs and involve the parents if possible. Maintain an appropriate and open environment, with no secrets.
- Avoid unnecessary physical contact with vulnerable people. Where any form of physical guidance is required in teaching technique, this should be provided openly and with the consent of the student. It is important to educate parents about what is and is not acceptable in the context of brass playing. Physical contact (touching) can be appropriate so long as it is neither intrusive nor disturbing and the student's permission has been given.
- Maintain a safe and appropriate relationship with students. It is inappropriate for teachers and others in positions of authority to have an intimate relationship with a vulnerable Person, even if they are over 16, the legal age of consent. (This could also be a criminal offence, 'abuse of trust' in certain circumstances defined by the Sexual Offences (Amendment) Act 2000).
- Maintain appropriate standards of behaviour at social events that vulnerable people attend.
- Be an excellent role model, for example by not smoking or drinking alcohol while working with vulnerable people.
- Communicate regularly with parents and involve them in decision-making. Gain their consent in writing to act in loco parentis to give permission for the administration of emergency first aid or other medical treatment if the need arises.
- Be aware of any medical conditions, existing injuries and medicines being taken. Keep a written record of any injury or accident that occurs, together with details of any treatment given. Arrange that someone with knowledge of first aid is readily available.
- Gain written parental consent for any significant travel arrangements, especially if an overnight stay is involved.

2.3 Poor practice

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

- Spending time alone with vulnerable people away from others
- Taking vulnerable people alone in a car on journeys, however short
- Taking vulnerable people to your home where they will be alone with you
- Sharing a bedroom with vulnerable people
- Engaging in rough, physical or sexually provocative games, including horseplay
- Allowing or engaging in inappropriate touching of any form
- Allowing vulnerable people to use inappropriate language unchallenged
- Making sexually suggestive comments to vulnerable people, even in fun
- Reducing vulnerable person to tears as a form of control
- Letting allegations a vulnerable person makes go unchallenged, unrecorded, or not acted upon
- Doing things of a personal nature that vulnerable people can do for themselves

When cases arise where it is impractical to avoid any of the situations mentioned in this section, they should only occur with the full knowledge and consent of the vulnerable Person's parents and the Safeguarding Officer.

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

2.4 Abuse

Abuse in all its forms can affect a vulnerable person at any age. The effects can be so damaging that if not treated, they may follow an individual into adulthood.

People with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation, and a powerlessness to protect themselves, or adequately to communicate that abuse has occurred. Vulnerable people from ethnic minorities, who may also be experiencing racial discrimination, may be, or feel, doubly powerless in these respects.

Abuse may take a number of forms, and may be classified under the following headings:

Neglect

Neglect is the persistent failure to meet a vulnerable Person's basic physical and/or psychological needs, and is likely to result in the serious impairment of their health or development. Examples of neglect include: failing to provide adequate food, clothing and shelter; failing to protect a vulnerable person from physical and emotional harm or danger; failing to ensure adequate supervision; failing to ensure access to appropriate medical care or treatment; disregard or unresponsiveness to a vulnerable Person's basic emotional needs.

Neglect in a banding situation could include a conductor, band manager or other responsible adult not keeping vulnerable people safe, or exposing them to unnecessary risk of injury.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a vulnerable Person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a vulnerable Person. Giving vulnerable people alcohol or inappropriate substances would also constitute physical abuse.

Sexual Abuse

Girls and boys can be sexually abused by adults or other vulnerable people, both male and female, who use vulnerable people to meet their own sexual needs.

Sexual abuse could take the form of either contact abuse or non-contact abuse.

Contact abuse involves touching activities where an abuser makes physical contact with a vulnerable Person, including penetration. It includes:

- Sexual touching of any part of the body whether the vulnerable person is wearing clothes or not.
- Rape or penetration by inserting an object or body part into a vulnerable person's mouth, vagina or anus.
- Forcing or encouraging a vulnerable person to take part in sexual activity.
- Making a vulnerable person take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities such as grooming, exploitation, persuading vulnerable people to perform sexual acts over the internet and flashing. It includes:

- Encouraging a vulnerable person to watch or hear sexual acts.
- Not taking proper measures to prevent a vulnerable person being exposed to sexual activities by others.
- Meeting a vulnerable person following sexual grooming with the intent of abusing them.
- Online abuse including making, viewing or distributing images of sexual abuse.
- Allowing someone else to make, view or distribute images of sexual abuse.
- Showing pornography to a vulnerable person.
- Sexually exploiting a vulnerable person for money, power or status.

In banding, activities which might involve physical contact with vulnerable people could potentially create situations where sexual abuse may go unnoticed. The power of the teacher over young students, if misused, may lead to abusive situations developing.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a vulnerable person, causing severe and adverse effects on their emotional development.

Emotional abuse may involve leading a vulnerable person to believe that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person; not giving the vulnerable person opportunities to express their views; making fun of what they say or how they communicate; imposing age or developmentally inappropriate expectations on vulnerable people; interactions beyond a vulnerable person's developmental capability; overprotection and limitation of exploration and learning, or preventing vulnerable people from participating in normal social interactions; seeing or hearing the ill-treatment of another; serious bullying (including cyber bullying), causing vulnerable people to feel frightened or in danger; the exploitation or corruption of vulnerable people.

Emotional abuse in banding might include situations where vulnerable people are subjected by a parent or teacher to constant criticism, name-calling, sarcasm, bullying, racism or unrealistic pressure in order to perform to high expectations.

Bullying and Cyberbullying

Vulnerable people may be bullied by adults or other vulnerable people. Bullying is defined as deliberately hurtful behaviour such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It may be verbal, physical, sexual or emotional. Bullying is usually repeated over a long period of time and can hurt a vulnerable person physically and emotionally.

Bullying includes:

- verbal abuse such as name calling and gossiping.
- non-verbal abuse, such as hand signs or text messages.
- emotional abuse, such as threatening, intimidating or humiliating someone.
- exclusion, such as ignoring or isolating someone.
- undermining by constant criticism or spreading rumours or lies.
- controlling or manipulating someone.
- racial, sexual or homophobic bullying.
- physical assaults, such as hitting and pushing.
- making silent, hoax or abusive calls.
- Online or cyberbullying.

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Children may know who is bullying them online, it may be an extension of offline peer bullying – or they may be targeted by someone using a fake or anonymous account.

Cyberbullying includes:

- Sending threatening or abusive text messages.
- Spreading rumours or lies about a person.
- Creating and sharing embarrassing images or videos.
- 'Trolling' – the posting of menacing or upsetting messages on social networks, chat rooms or online games.
- Excluding vulnerable people from online games, activities or friendship groups
- Setting up hate sites or groups about a particular vulnerable person.
- Encouraging vulnerable people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a vulnerable person or cause trouble using their name.
- Sending explicit messages, also known as sexting.
- Pressuring vulnerable people into sending sexual images or engaging in sexual conversations.

In banding, bullying may arise when a parent pushes a vulnerable person too hard to succeed, a teacher or conductor adopts a win-at-all-costs philosophy, or an official at a contest/festival/event uses bullying behaviour.

2.5 Indicators of abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Scaba acknowledges that most people involved in brass banding are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- The vulnerable person describing what appears to be an abusive act involving him/her.
- Someone else, child or adult, expressing concern about the welfare of a vulnerable Person.
- Unexplained changes in a vulnerable Person's behaviour – e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper - or behaviour changing over time.
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour in games.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- Being prevented from socialising with other children.
- Displaying variations in eating patterns including overeating 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 indicators is not proof that abuse is actually taking place. It is not the responsibility of those working in banding to decide that abuse is occurring, but it is their responsibility to act on any concerns.

Signs of bullying may include:

- Behavioural changes such as reduced concentration or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go to band rehearsals or to competitions.
- An unexplained drop-off in standard of performance.
- Physical signs such as stomach-aches, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing on food, cigarettes or alcohol.
- A shortage of money or frequent loss of possessions.

3. Recruiting and selecting personnel to work with children, vulnerable people and adults at risk

3.1 Introduction

Anyone may have the potential to abuse another person in some way and it is important that all reasonable steps are taken to prevent unsuitable people from working with children, young people and adults at risk. This applies equally to volunteers as well as paid staff. The procedures set out below are expressed in terms that apply to paid staff, but equivalent procedures should be used in respect of volunteers. The particular circumstances of individual cases need to be taken into account, but the fundamental principle is that those in charge of activities involving vulnerable people must take all reasonable steps to satisfy themselves as to the suitability of those who are given access to the vulnerable people in their care.

3.2 Controlling access to vulnerable people

All adults and applicants for positions that involve significant access to children, young people and adults at risk (for example youth band conductor) must first complete procedures designed to elicit information about their past career (including any gaps), and to disclose any criminal record or other matter that has a bearing on their suitability to work with vulnerable people e.g. previous investigations by police or Social Services, or disciplinary investigations in relation to work with vulnerable people. It should be made clear that failure to disclose relevant information will result in disciplinary action and possible dismissal or exclusion.

Consent should be obtained from all adults with significant access to vulnerable people for checks to be conducted to determine whether the Disclosure and Barring Service (DBS) holds any relevant information on them. If an applicant holds a current DBS certificate that is dated within the last three years, the original certificate should be shown to the Safeguarding Officer who will take a copy and certify it as such. This copy will be kept by the Safeguarding Officer whilst the applicant is associated with scaba. The procedure for carrying out DBS checks is outlined in **Appendix 1**.

All information received in relation to applicants must be kept secure and treated with strict confidentiality by the Safeguarding Officer.

It is important to emphasise that the absence of any relevant disclosure emerging from this vetting process **does not guarantee** that an individual is safe to work with vulnerable people; therefore it should not be relied on excessively. It is just one of a number of factors which must be considered in the initial assessment of a person's suitability for such responsibilities.

3.3 The Safeguarding Officer within scaba

The Safeguarding Officer should keep up to date with, and advise scaba on, compliance with all the procedures described in this policy and to act as a focal point for reporting any concerns. This person will have primary responsibility to check that everyone who has significant access to vulnerable people within scaba is suitable for that role and has been vetted as described above.

The Safeguarding Officer should be identifiable to the junior members of scaba and their parents, but should have a degree of independence from their activities – he or she should not actively teach or work directly with any youth group, or be the person responsible for personnel/membership. The Safeguarding Officer should undergo the vetting procedure described in 3.2 above.

Every brass band organisation whose membership includes children, young people aged under 18 years old and adults at risk should appoint a Safeguarding Officer.

3.4 Training

The effectiveness of the policies described will depend on **everyone** who is involved with vulnerable people in banding being aware of what is good practice. This applies particularly to those working directly with vulnerable people, such as youth band conductors, tutors and Safeguarding/Child Protection/Welfare Officers, but an awareness of Safeguarding issues is also needed by others who may be involved more indirectly, such as committee members or occasional parent helpers.

Training courses on Safeguarding are available and are recommended for those groups identified above.

Formal training in Safeguarding will help people to:

- Compare their own practice against what is regarded as good practice in brass banding and check that their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or abuse.
- Deal with the vetting procedures described in 3.2 above.
- Work safely and effectively with children, young people and adults at risk.

4. Responding to suspicions and allegations

4.1 Introduction

Many cases of abuse take place within the family setting. However, abuse can and does occur in other situations as well, which may include brass banding or other social activities, and is rarely a one-off event when it occurs within such a setting. It is crucial that those involved in banding are aware of this possibility and that all allegations are taken seriously and appropriate action taken.

It is not the responsibility of anyone in a brass band whether in a paid or a voluntary capacity, to decide whether or not abuse is taking place. However, there is a responsibility to inform appropriate agencies of possible abuse so that they can then make inquiries and take any necessary action to protect the vulnerable person. This applies both to suspicions of abuse occurring within the context of banding activities and to allegations that abuse is taking place elsewhere. This section explains how you should respond to such concerns.

4.2 Receiving evidence of possible abuse

We may become aware of possible abuse in various ways. We may see it happening ourselves; we may suspect that it is occurring because of signs such as those listed in 2.5 above; it may be reported to us by someone else, or we may be told directly by the child affected.

In the last of these cases, it is particularly important to respond appropriately. If a vulnerable person says or indicates that he or she is being abused, or information is obtained which gives you concern that a vulnerable person is being abused, you should:

- Listen to what is being said without displaying shock or disbelief
 - Only ask questions when necessary to clarify
 - Accept what is being said
 - Allow the vulnerable person to talk freely – do not put words into his or her mouth
 - Reassure the vulnerable person that what has happened is not his or her fault
 - Stress that it was the right thing to tell
 - Explain what has to be done next and who has to be told
 - Inform the designated Safeguarding Officer without delay
-
- Do not make promises that you may not be able to keep
 - Do not promise confidentiality – it may be necessary to refer the vulnerable person to Children's Social Care.
 - Do not criticise the alleged perpetrator

4.3 Recording information

As with other forms of information arising in relation to Safeguarding, information of this nature is highly sensitive and confidential. Accordingly, it should be held under secure conditions and only made available to those who have a definite need for it.

You should make a note as soon as possible of whatever information you obtain, both for your own future reference and possibly for passing on to others, appropriate agencies such as the Social Services department or the police.

In writing such a note, you should confine yourself to the facts, and distinguish between what is your own personal knowledge and what you have been told by other people. To avoid the possibility of libel, you should not include your own opinions on the matter.

Information should include the following:

- The nature of the allegation in as much detail as possible, including times, dates, locations and other relevant information
- Details of the vulnerable person involved, including name, age, address and other contact details, and identifying who has parental responsibility for them
- Details of the person against whom the allegation is made, including name, relationship with the vulnerable person, age and contact details (if known)
- The identity and contact details of any informants or other witnesses
- The vulnerable person's account, if he or she can give one, of what has happened
- A description of any visible bruising or other injuries
- Details of who else has been informed of the alleged incident
- Any other relevant information
- An incident report form for recording such information is set out in **Appendix 2**.

4.4 Reporting the concern

scaba expects its members to discuss any concern they may have about the welfare of a vulnerable person immediately with the Safeguarding Officer, and subsequently to check that appropriate action has been taken. The particular route you might follow in various circumstances is suggested below.

Working with members away from home

If you are working with vulnerable people away from home (for example on overseas trips or at contests), then you should inform the Safeguarding Officer.

Circumstances in which other people might then need to be informed are discussed below:

Parents or carers

There is always a commitment to work in partnership with parents or carers where there are concerns about vulnerable people. Therefore, in most situations, it would be important to talk to parents or carers to help clarify any initial concerns. For example, if a vulnerable person seems withdrawn, they may have experienced bereavement in the family. However, there are circumstances in which a vulnerable person might be placed at even greater risk were such

concerns to be shared, e.g. where a parent or carer may be responsible for the abuse or not able to respond to the situation appropriately. In these situations, or where concerns still exist, any suspicion, allegation, or incident of abuse must be reported to appropriate agencies as soon as possible.

Try to get consent from parents (or the vulnerable person, if they have sufficient understanding) to share information, if possible. However, you do not need consent if you have serious concerns about a vulnerable person's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.

Consent should not be sought from parents or carers (or the vulnerable person, if they have sufficient understanding), if:

- It would place a vulnerable person at increased risk of harm; or
- It would place an adult at risk of serious harm; or
- It would prejudice a criminal investigation; or
- It would lead to unjustified delay in making enquiries about allegations of significant harm to a vulnerable person; or
- Required by law or a court order to share information

The NSPCC or other agencies

The first consideration at this point is to minimise the danger of further abuse to the vulnerable person or to other vulnerable people. The person in charge should seek advice from the local police or Social Services department or the NSPCC. (You can obtain advice by telephoning the NSPCC Freephone helpline – the number is 0808 800 5000 and is a 24 hour service. You do not have to give your name but it is helpful if you can.)

The allegation should be referred to the police and Social Services department in any case involving physical or sexual abuse or where the vulnerable person's safety is otherwise at risk. If the person in charge is not available, or the concern is about the person in charge, the person in receipt of the information or with the concern should contact these agencies direct. Reporting the matter to the police or Social Services department should not be delayed by attempts to obtain more information.

Social Services

The Social Services department has a statutory duty under the Children Act 1989 for the welfare of a vulnerable person. When a Safeguarding referral is made, its staff have a legal responsibility to investigate. This may involve talking to the vulnerable person and family and gathering information from other people who know them. The telephone number is in Appendix 5. Wherever possible, referrals telephoned to the Social Services department should be confirmed in writing within 24 hours. A record should also be made of the name and designation of the Social Services member of staff to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed.

Police

Where the apparent abuse is of a criminal nature; it will be appropriate to inform the police. A record should be made of the crime reference number provided by the police, together with the

time and date of the call, in case any follow-up is needed. The police and Social Services department may also carry out a joint enquiry.

The person in charge may be unsure about whether the allegation constitutes abuse or not, and unclear about what action to take. There may be circumstances where allegations are about poor practice (which need not be referred to the Social Services or police) rather than abuse, but those responsible should consult with scaba's Safeguarding Officer who will obtain further advice where there is any doubt. Notifying the Safeguarding Officer is also important because this matter may be just one of a series of other instances which together cause concern.

4.5 Disciplinary procedures

The discovery that a person may be abusing a vulnerable person may raise feelings and concerns among others in the organisation, and it can be inherently difficult to report such matters. However, it is important that any concerns for the welfare of the vulnerable person arising from abuse or harassment should be reported immediately. As indicated above, an allegation of abuse may give rise to a Safeguarding investigation by the Social Services department and/or a criminal investigation involving the police.

If the matter is being investigated by the police and/or Social Services, scaba may decide to await the outcome of these investigations, which may well influence a disciplinary investigation, although not necessarily so. In appropriate cases, scaba will suspend the individual concerned while an investigation is taking place. This is not intended to prejudge the outcome of an investigation, but simply to remove the individual from contact with vulnerable people until the investigation is concluded.

Every effort will be made to maintain confidentiality for all concerned, and consideration will be given to what support may be appropriate for vulnerable people, parents, members of staff and volunteers.

4.6 Allegations of past abuse

Allegations of abuse are sometimes made some time after the event, for example, by an adult who was abused as a child by a member of staff who is still working with vulnerable people. Where such an allegation is made, you should follow the procedures given above and have the matter reported to the police and/or Social Services department. This is because other vulnerable people, either within banding or outside it, may be at risk from the same person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children, young people and adults at risk.

5. Conclusion

scaba, by adopting this policy document, has indicated its determination to ensure that children, young people and adults at risk can participate in all forms of brass banding activity, and do so with their safety being of paramount importance.

It is essential that this document is representative of a process of continual improvement in the area of Safeguarding within brass banding. It is for **all** adults engaged in brass banding activities to promote good practice and procedures, whilst being ever vigilant and aware of their responsibilities towards the children, young people and adults at risk in their care.

Appendix 1:

Procedures to obtain Disclosure and Barring Service checks

1. Band members who need to be vetted

All adult personnel (including non-member helpers) who will have significant access to children, young people and adults at risk must be checked. The scaba Safeguarding Officer should keep a record of all such people and ensure that they have been vetted through the DBS.

2. Obtaining the DBS form

Enhanced disclosure application forms may be obtained from the DBS via Brass Bands England (for BBE member bands) or another umbrella organisation.

3. Completing the DBS form

Please read the guidance notes sent to you by the DBS with your form and note their request for the form to be completed in black ink. Any mistakes should be crossed through and the correct information written in the given boxes immediately to the right if space permits, or as close as possible to the intended area. Do not use correction fluid – the DBS computer will reject these forms.

4. Documentation Required - Photocopies are not permitted.

Applicants will need to provide at least three original documents as evidence of identity. These must all be in the applicant's name as given on the form including any middle names, and any addresses must be the same as the current address given on the form. At least one primary source must be provided, e.g. passport, driving licence or original birth certificate, and two others from a secondary source, which must be recent, showing the applicant's address. These might be utility bills, bank/building society statements, credit card statements, work permit/Visa, marriage/birth certificates etc. Your Safeguarding Officer will be able to help you identify which documents to use.

5. Checking Identity

The Safeguarding Officer should carefully check the documentation against the details shown. Please include a note of documents checked, e.g. passport, driving licence, electricity bill. Ensure a likeness check is carried out where photo documents are seen. The Safeguarding Officer should complete the section to confirm that the details have been checked.

6. Sending the form to a registered body

The completed form must be sent to the Registered Body's Safeguarding Officer before it is sent to the DBS.

7. Payment

DBS checks for volunteers are free of charge; however you must state that you are a volunteer at the time of applying for your form.

8. Disclosure

The result of the check, 'the Disclosure' will be sent to the applicant and to the Registered Body. An authorised person at your supporting Registered Body will deal with information received, as required of a Registered Body by the DBS. The applying organisation will be advised of the names of persons for whom checks have been completed.

9. Suitability for responsibility

It is important to emphasise that the absence of any relevant disclosure emerging from this vetting process does not guarantee that the individual is safe to work with children, young people and adults at risk; therefore it should not be relied on exclusively. It is only one of a number of factors in the initial assessment of the person's suitability for this responsibility.

10. Further Advice

Further advice and detailed procedures for completing the form for applicants is included on the DBS website www.gov.uk/disclosure-barring-service-check/overview. The DBS also have a telephone helpline for completing forms which is 0300 0200 190.

Appendix 2: Incident Report Form

Vulnerable person's name:		Age/Date of birth	
Parents Name:			
Address:		Telephone Number:	

Are you reporting your own concerns or passing on those of someone else? Give details of witnesses
Brief description of what has prompted concerns: include date, time, location etc. of any specific incidents
Any physical signs? Behavioural signs? Indirect signs?
Have you spoken to the vulnerable person? If so, what was said?
Have you spoken to the parent(s)? If so, what was said?
Has anybody been alleged to be the abuser? If so, give details, including relationship with the vulnerable person.
Have you consulted anyone else? Give details.

Your name and position:	Person to whom reported and date reported. Give contact information for further reference.
Signature:	

Appendix 3: Safeguarding audit checklist.

As good practice, an organisation's Safeguarding policy, procedures and compliance should be reviewed at least annually.

Name of Organisation	
Safeguarding Officer	
Address	
Telephone number	
Email address	
Are the identity of the Safeguarding Officer, and the procedure for reporting any concerns: Made known to all members including those under the age of 18? Made known to parents? Publicly available: On display in the bandroom? Published on the organisation's website?	Y / N Y / N Y / N Y / N
Is the Safeguarding Officer independent of any direct role involving activities with vulnerable people (such as conductor, tutor or secretary/person responsible for membership and personnel)?	Y / N
Is parental consent for possible emergency medical attention obtained for all members aged under 18?	Y / N
Has the organisation formally adopted Safeguarding procedures in its constitution?	Y / N
Is the Code of Conduct: Made known to all members, staff and volunteers? Made known to the parents of members under the age of 18? Publicly available: On display in the bandroom? Published on the organisation's website?	Y / N Y / N Y / N Y / N
Have all adults with access to children, young people and adults at risk: Satisfied the Safeguarding Officer of their suitability for the role? Completed a self-declaration form or DBS disclosure? Been made conversant with the organisation's Safeguarding policy & procedures?	Y / N Y / N Y / N

<p>Has it been made clear to all members of the organisation that access to children, young people and adults at risk is restricted to those who have satisfied these requirements?</p>	<p>Y / N</p>
<p>Is a list of all teachers and others with access to children, vulnerable people and Adults at Risk in your organisation held by the Safeguarding Officer, with confirmation of cleared DBS checks for each person?</p>	<p>Y / N</p>

Signed

Position

Date

Appendix 4: Code of Conduct

Code of conduct for Teachers, Tutors, Conductors, Instructors of brass playing, Organisers and all other people associated with running scaba events.

Rights

We must respect the rights of every individual to participate in brass banding. Every participating individual must respect our rights too.

We should all:

- Assist in the creation of an environment where every individual has the opportunity to play a brass instrument or percussion and enjoy the art of music making
- Create and maintain an environment free of fear and harassment
- Recognise the rights of all participants to be treated as individuals
- Promote the concept of a balanced lifestyle, supporting the well-being of members both in and out of brass banding
- Treat all individuals with respect at all times
- Be discreet in conversations about any other individuals
- Communicate with and provide feedback to participants in a manner that reflects respect and care.

Responsibilities

We must NOT:

- Engage in any behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying)
- Engage in any form of sexually related contact with a student
- Engage in any sexual innuendo or flirting, or use any inappropriate gestures and terms with a student
- Discriminate on the grounds of gender, marital status, race, colour, disability, sexual orientation, age, occupation, religion or political opinion.
- Publicly criticise, or engage in demeaning descriptions of, others

We must all:

- Develop relationships with others based on openness, honesty, mutual trust and respect
- Promote the welfare and best interests of all participants/members of the organisation
- Take action if we have any concerns about the behaviour of an adult towards a child
- Communicate and co-operate with other individuals and organisations in the best interests of all participants/members of the organisation
- Empower children, young people and adults at risk to make their own choices
- Respect everyone's opinions
- Encourage all participants to take responsibility for their own development and actions
- Allow all participants to discuss and engage in any decision-making which affects them

- Be aware of the physical needs of vulnerable people and ensure that the duration and intensity of activities is appropriate
- Ensure that any physical contact is appropriate and necessary, carried out with the other person's full consent and approval, and wherever possible with another person present
- Arrange to transfer a student to another teacher if it is clear that an inappropriate and/or intimate relationship is developing
- Be aware of, and communicate, any conflict of interest as soon as it becomes apparent
- Inform the Safeguarding Officer and parents/guardians (if appropriate) immediately if we have any concerns about the welfare of a children, young person and adult at risk.

Responsibilities - Professional Standards

To maximise benefits to students and participants in scaba events, we must attain as high a level of competence as possible through qualifications and ongoing training and development.

We Will:

- Act in a responsible manner always
- Provide a safe environment that maximises benefits and minimises risks to participants in achieving their goals
- Be professional and accept responsibility for our own actions
- Make a commitment to providing a quality service
- Contribute to the development of brass teaching by exchanging knowledge, ideas and best practice with others
- Plan all sessions to ensure they are progressive, appropriate and meet the needs of students/participants
- Maintain appropriate records
- Recognise when it is beneficial to refer a student to another teacher, organisation or instrumental specialist
- Work in an open and transparent fashion that encourages others to share and learn from our knowledge and experience
- Engage in self-analysis, reflection and continuous professional development to develop our own skills and keep our knowledge up to date
- Manage our own lifestyles, teaching commitments and workload to avoid burnout or other impairment to our performance and quality of work

We Will NOT:

- Assume responsibility for any roles for which we are not qualified or prepared
- Misrepresent our skills, experience or qualifications
- Do anything illegal

Appendix 5: Useful Contacts and Resources

scaba Safeguarding Officer: Mrs Jane Stewart
17 Serrin Way
Horsham, West Sussex
RH 12 5YN
Tel. 01403 750493
Email: jane.stewart63@outlook.com

Brass Bands England (BBE):

www.brassbandsengland.co.uk

Tel. 01226 771015

Email: natoffice@brassbandsengland.co.uk

Band safe - a Safeguarding self-assessment toolkit from BBE: www.bandsafe.org

Police: in any area, call 101 for non-emergency situations.

Call 999 if you believe a child, vulnerable person or Adult at Risk is in immediate danger.

NSPCC: Helpline tel. 0808 800 5000

www.nspcc.org.uk

Child line: 0800 1111

Local Authorities/Social Services each have their own Local Safeguarding Children Board (LSCB).

Phone numbers for all local authorities within the scaba area are listed below. These numbers are correct as of October 2017; websites and further information can be found online.

Bedfordshire: 01234 276512 / 01234 276346
Luton: 01582 547590

Berkshire

Bracknell Forest: 01344 352005
Reading: 0118 937 3641
Slough: 01753 875 362
West Berkshire: 01635 503090
Windsor & Maidenhead: 01628 683234
Wokingham: 0118 908 8002

Buckinghamshire: (First Response team) 0845 4600 001 / out of hours: 0800 999 7677
Milton Keynes: 01908 254373

East Sussex: 01273 481544
 Brighton & Hove: 01273 292379

Essex: 0345 603 7627
 Southend: 01702 534706
 Thurrock: 01375 652 813

Hampshire: 01962 876355
 Isle of Wight: 0300 300 0117
 Portsmouth: 0845 671 0271
 Southampton: 023 8023 3344

Hertfordshire: 01992 588757

Kent: 03000 421126
 Medway: 01634 334466

London: Barking & Dagenham: 0208 227 3578
 Barnet: 0208 359 4519
 Bexley: 0208 045 4320
 Brent: 0208 937 4237 / 0208 937 4299
 Bromley: 0208 461 7816
 Camden: 0207 974 8716
 Croydon: 0208 726 6000 ext 63358
 Ealing: 0208 825 8000
 Enfield: 0208 379 2767
 Greenwich: 0208 921 4477
 Hackney and City of London: 0208 356 4183
 Haringey: 0208 489 1470 / 0208 489 3145
 Harrow: 0208 424 1147
 Havering: 01708 433 614
 Hillingdon: 01895 556 633
 Hounslow: 0208 583 3066
 Islington: 0207 527 4209
 Kingston upon Thames: 0208 831 6323
 Lambeth: 0207 926 4759
 Lewisham: 0203 049 1446
 Merton: 0208 545 4866
 Newham: 0203 373 1356
 Redbridge: 0208 708 5282
 Richmond upon Thames: 0208 831 6323
 Southwark: 0207 525 3306
 Sutton: 0208 770 4597
 Tower Hamlets: 0207 364 2063
 Waltham Forest: 0208 496 3231
 Wandsworth: 0208 871 8610 / 0208 871 7401
 Westminster, Hammersmith & Fulham, Kensington & Chelsea: 020 8753 3914

Oxfordshire: 01865 815843

Surrey: 01372 833330
 Sutton: 020 8649 0418

West Sussex: 0330 222 7799