



efdss

english folk dance
and song society

English Folk Dance and Song Society

**Child Protection Policy &
Procedures**

November 2009

Revised version June 2013, August 2015

**Approved by Camden Safeguarding
Children Board**



**Camden Safeguarding
Children Board**

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The **English Folk Dance and Song Society (EFDSS)** is a voluntary arts and heritage organisation based at Cecil Sharp House in Camden, North London. It is the national folk arts development organisation for England. EFDSS promotes the study, practice and dissemination of traditional English song, dance and music; provides outreach and educational programmes; enables and increases access; celebrates diversity; and promotes equality. EFDSS Education runs educational and participatory arts projects, classes, workshops, seminars and other events, for children, young people and adults of all ages and backgrounds, in schools, colleges and community settings in London and other parts of England. Educational and participatory activities are led by EFDSS staff, freelance artists / practitioners and volunteers.

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Registered Company No. 297142; Charity Registered in England and Wales No. 305999

Child Protection Policy Statement

The English Folk Dance and Song Society (EFDSS) is an organisation that is committed to practice which protects all children from harm, regardless of gender, ethnicity, disability, sexual orientation, religion, social background or economic circumstances. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues that cause harm to children and young people.

This Child Protection Policy & Procedures relates to the safeguarding of children (please see definition below). It should be read in conjunction with the English Folk Dance and Song Society's other policies especially: Equal Opportunities; Grievance; Disciplinary; and Health & Safety.

It is underpinned by a considerable body of legislation, government guidance and standards, designed to ensure that children are protected from harm including: The Children Acts (1989 and 2004), Human Rights Act (1998), The United Nations Convention on the Rights of the Child (ratified by the UK Government in 1991), HM Government's *Working Together to Safeguard Children* (2013), the London Child Protection Committee Procedures (2007), and the UK Government's Protection of Freedoms Act 2012.

It has been prepared drawing from the National Society for the Prevention of Cruelty to Children's (NSPCC) publication *firstcheck* (2nd edition 2006); briefing sheets from the Child Protection in Sport Unit; *Keeping Arts Safe* (2nd edition 2005) published by Arts Council England; *Information Sheet No. 54* from Making Music; *Guide to Developing a Child Protection Policy* produced by Camden Safeguarding Children Board; *Physical intervention and restraint policy for schools and centres*, by Camden Children, Schools and Families Directorate (2007); and *Children's Views on Restraint*, Office of the Children's Rights Director (2004). Copies of these and other useful documents are held in English Folk Dance and Song Society's Education Department for reference purposes and contains useful additional information.

Definitions

- **Children** - are all persons under the age of 18. (Note: in this document the terms 'children' and 'young people' are used interchangeably.)
- **Staff** - includes all people working for EFDSS on any basis: permanent, part-time, freelance, sessional, casual or voluntary

EFDSS is committed to working in a way that supports the aims of the *Every Child Matters: Change for Children* agenda, namely, that children should have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

EFDSS endeavours to safeguard children by:

- Adopting child protection guidelines through procedures and a Code of Conduct for staff and volunteers
- Following carefully the procedures for recruitment and selection of staff and volunteers
- Providing effective management for staff and volunteers through induction, supervision, support and training
- Sharing information about concerns with relevant professional agencies

- Sharing information about child protection and good practice with children, teachers, group leaders, carers, parents, staff and volunteers
- Reviewing its policies and practice at regular intervals
 - EFDSS's Child Protection Policy is reviewed annually. **The next review date is August 2018.**
- Ensuring that a safe and suitable environment is created and provided for all service users including participants in all activities and projects. All premises and equipment for projects are suitable and safe for their purpose
 - Risk assessments - are conducted for all individual projects with additional ones conducted for all trips off-site (for example when participants are taking part in performance events in venues in other locations)
 - Safety information - is created for all projects which include details such as arrangements for: First Aid; supervision by staff; health and safety guidelines in relation to specific equipment; and collection of young people by parents / carers
 - Use of photography and video film - is guided by EFDSS's Policy on the Use of Recorded Images; ensuring images are used safely with appropriate permission

EFDSS Child Protection Officers

EFDSS Child Protection Officer: Education Director (currently Rachel Elliott)
 Tel: 020 7485 2206 extension 236
 Email: rachel@efdss.org

EFDSS Deputy Child Protection Officer: Education Managers (Sarah Jones/Cassie Tait)
 Tel: 020 7485 2206 extension 235/240
 Email: sarah.jones@efdss.org / cassie@efdss.org

In emergencies the EFDSS Child Protection Officer or Deputy Officer can be contacted via mobile telephone, the number being accessible to all members of staff.

The EFDSS Child Protection Officer's responsibilities in this role include:

- Providing a consultative role for all staff, including de-briefing for staff following referral, as necessary
- Ensuring written referral completed and any other written accounts collated, completed and sent to Family Services and Social Work within 48 hours of telephone referral being made (contact details p. 6)
- Referral and liaison role with Family Services and Social Work
- Dissemination of policy and good practice to all staff
- To follow procedures in cases where there are allegations made against a member of staff

Responding to signs, suspicions or allegations of abuse

Any member of EFDSS staff who is made aware of actual or possible child abuse* should report and discuss their concerns as soon as possible (within no longer than 24 hours) to the EFDSS Child Protection Officer.

Incidents, disclosures or observations should be recorded in writing, using wherever possible the Child Protection Monitoring / Report Form. This is attached as an Appendix to this document.

The completed form should be passed to the EFDSS Child Protection Officer for safekeeping and use in further action if appropriate.

In the unlikely event of members of staff being unable to contact the Child Protection Officer or Deputy Child Protection Officer, they *must* report any urgent concerns directly to the relevant local authority Children's Social Care department (for example London Borough of Camden for activities at Cecil Sharp House – see contact details below) or to the Police.

IF A CRIME IS BEING COMMITTED AGAINST A CHILD OR HAS JUST BEEN COMMITTED, DIAL 999 IMMEDIATELY.

Work in school settings

When working in a school EFDSS will abide by the school's Child Protection Policy. If a concern arises during a project in a school, the school's designated Child Protection Officer (usually head teacher) or another senior member of staff (eg deputy head or assistant head) must be informed in addition to the EFDSS Child Protection Officer.

Work in Camden

If any concerns need reporting during a project in Camden contact:

Family Services and Social Work, Crowndale Centre, 218 Eversholt St, London NW1 1BD

First point of contact:

- Multi-agency Safeguarding Hub (Camden Council) (Monday – Friday, 9am – 5pm) Tel: 020 7974 3317
- Emergency Duty Team (evenings and weekends) Tel: 020 7974 4444

For concerns affecting staff, contact the Local Authority Designated Officer (LADO) based in Children's Safeguarding Quality Assurance Unit on 020 7974 6999.

Work in other local authority areas

If a concern needs reporting during a project in another local authority area, the relevant Children's Social Care department must be contacted. Information on local authorities can be found on the government's website for citizens www.gov.uk in the 'Find Your Local Authority' search function <http://local.direct.gov.uk/LDGRedirect/Start.do?mode=1>

*** For more information refer to:**

Appendix 1: What is child abuse?

Appendix 2: How can you recognise if abuse is taking place?

Contact Details of External Child Protection Agencies

The organisations below are able to offer useful advice on Child Protection issues:

Local Safeguarding Children Boards

All local authorities in England and Wales are now required by law to have a local safeguarding children board (LSCB) to bring together key agencies to ensure co-operation and effectiveness in working to safeguard and promote the welfare of children and young people.

Information on LSCBs can be found on the Safe Network website

http://www.safenetwork.org.uk/training_and_awareness/pages/lscbs.aspx

Alternatively, find the Safeguarding Children Board in a particular local authority area by contacting the relevant local authority or searching via the internet by, for example, typing 'Bristol safeguarding children board' into an internet browser search bar.

Camden Safeguarding Children Board (CSCB) www.cscb.org.uk

Police

In emergencies DIAL 999

To contact police stations in Camden and other London boroughs Tel: **101** (textphone 18001 101).

To find the contact telephone numbers for the police forces in other parts of the country visit

<http://www.police.uk/contact/force-websites/>

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

NSPCC Child Protection Helpline (24-hours) Tel: 0808 800 5000 (FREEPHONE)

Email: help@nspcc.org.uk

www.nspcc.org.uk

Child Protection in Sport Unit

(A partnership between NSPCC, Sport England, Sport Northern Ireland and Sport Wales)

CPSU England Tel: 0116 366 5590 Email: cpsu@nspcc.org.uk

www.thecpsu.org.uk

Safe Network

(Jointly managed by NSPCC and Children England)

The Safe Network provides safeguarding information related to activities outside the home.

Tel: 0845 608 5404

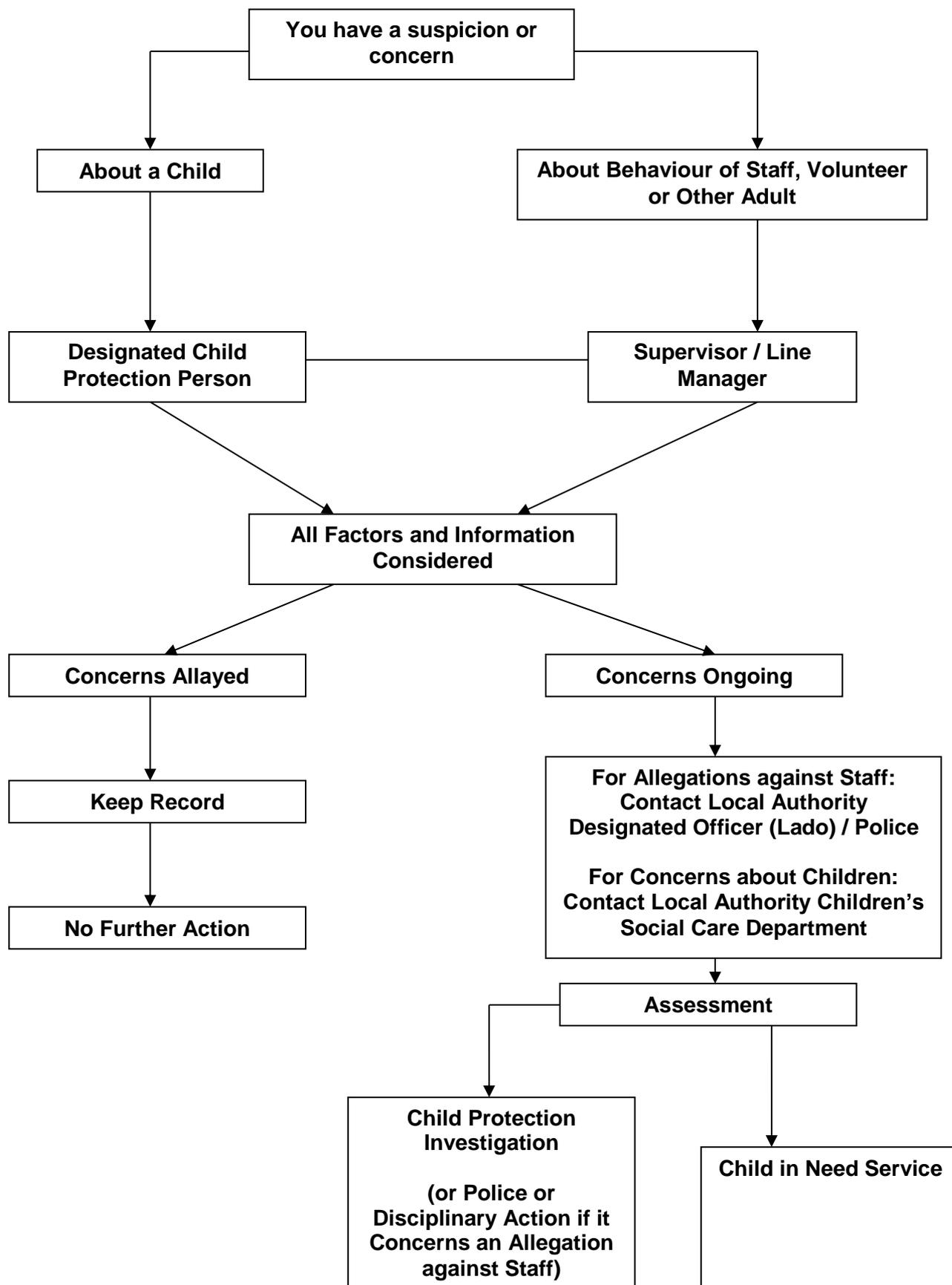
Email: enquiries@safenetwork.org.uk

www.safenetwork.org.uk

Guidance on responding to a child disclosing abuse

- Stay calm.
- Listen carefully to what is said.
- Do not promise to keep secrets – find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others and explain that this is to make sure that they are kept safe.
- Allow the child to continue at her/his own pace.
- Only ask questions for clarification purposes – at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the child's own words as soon as possible – note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated. Wherever possible use the Child Protection Monitoring / Report Form attached as an Appendix to this document.

Reporting Child Protection Concerns: Flow Chart



Code of Conduct

EFDSS expects all artists, staff and volunteers working with children and young people to work from a child-centred perspective. It means that children should be:

- Listened to and heard
- Valued and respected as individuals
- Respected for their identity
- Encouraged and praised
- Involved in decisions as appropriate

Guidelines

The following guidelines are designed to protect children from harm, as well as to protect EFDSS' artists, staff and volunteers from unfounded allegations of abuse.

They are in addition to good practice expected in terms of health and safety and professional arts facilitation.

- Behave in an appropriate manner and **maintain professional boundaries at all times.**
- **Do not allow yourself to be in sole charge of children and young people in a school, youth club or other similar third party setting.** Sole charge means having unsupervised contact – this might be only for a few minutes while a teacher, youth leader or care worker leaves the room to make a telephone call, or for more extended periods. (Please see EFDSS' Child Protection Procedures for more information on this)
- **Avoid spending time alone with children,** away from others. Meetings with individual children or young people should take place as openly as possible. If privacy is needed, the door should be left partly open and the project leader, other staff and volunteers informed of the meeting.
- **If you are required to work alone with a sole child** (for example to give one-to-one music tuition or similar coaching) **ensure that this takes place in a room with a glass panel or window in the door.** On rare occasions when this is not possible, the door to the room must be left partly open.
- **All one-to-one sessions must be agreed in advance with the project leader or manager.**
- **Do not take children alone on a car journey,** however short. Where this is unavoidable, it should be with the consent of parents or carers and someone in charge of the organisation (e.g. EFDSS' Education Director) and, if relevant, the contact teacher/worker from a host school or other organisation such as youth club. It is essential to make sure that your car insurance would cover you in the event of an accident.
- **Do not meet with children outside organised activities.** Where this is strictly unavoidable, ensure that this is done with the knowledge and consent of parents/carers and the person in charge from EFDSS and the host organisation (school or youth club etc).

- **Do not give your personal mobile phone number to a young person.** The EFDSS Education Department has a mobile phone for use during projects where young people or their parents may need to contact staff directly.
- **Do not engage in any mobile phone or online communication with children (e.g. texting, email or social networking sites) that would not be appropriate in person.**
- **It is recommended that staff consider their privacy settings on personal social media accounts such as Facebook and do not accept 'friend requests' or similar from young people.**
- **Ensure the content of what you place on social networking sites does not compromise your professional standing or bring the organisation into disrepute.**
- **Ensure that personal relationships with other leaders do not affect your leadership role.**
- **Remember that on rare occasions, children or young people may pose a risk to other children.**
- **Avoid unnecessary physical contact with children and young people.** Arts tutors are vulnerable to allegations being made against them because activities can involve some physical contact with a child. Music tutors in particular are vulnerable because they often work with children alone. In order to work safely in a manner that minimises this risk:
 - **Tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted** by a child or taken out of context by other adults.
 - **Only use physical contact as necessary within the context of the activity,** for example as a means of demonstrating technique, and only for as long as needed.
 - **Instrumental, vocal, dance and other arts techniques should normally be taught by demonstration and explanation, with staff modelling good practice.** Where this has not proved effective, a minimum of physical contact may be needed to enable the child to understand what is required. For example, clarifying the position needed for a bowing arm or the correction of wrist or finger positions.
 - **Physical contact should only take place with the consent of the child.** Their wishes should be respected and the purpose of the contact should be made clear. For example, asking a child: *'Do you mind if I move your arm a little so I can help you move into the correct bowing position?'* (This should help minimise the risk of a child misinterpreting the purpose of the touch by explaining in advance what contact you need to make with them and why.)
 - **Physical contact should always meet the needs of the young person and NOT the adult.** There are rare occasions when physical contact outside of the context of activities is necessary or desirable, such as comforting a distressed child. This should be kept strictly to the minimum.
 - **Report any incidents or issues that arise out of touch** to the appropriate member of staff and make sure a record is taken.

- **Artists, staff and volunteers should *never*:**
 - Engage in sexually provocative or rough physical games, including horse-play
 - Allow children to use inappropriate language unchallenged
 - Make sexually suggestive comments in front of, about, or to, a child, even in fun
 - Let allegations made by a child go without being addressed and recorded
 - Deter children from making allegations through fear of not being believed
 - Do things of a personal nature for children that they can do themselves
 - Invite a child or young person to visit or stay with you at home unsupervised
 - Jump to conclusions about others without checking facts
 - Rely on their own good name to protect them

Guidance on Physical Restraint

It is very unlikely that EFDSS artists, staff or volunteers will be in a situation where they need to be involved in physical restraint.

However on rare occasions staff might need to intervene, if their unease or unwillingness to act appropriately could lead to the needs of children being neglected, or their safety put at risk. (Please see Additional Guidance on Restraint below.)

Definition - Physical Restraint is where a child is being held, moved or prevented from moving against their will, because not to do so would result in injury to themselves or others or would cause significant damage to property.

Restraint must always be used as a last resort, when all other methods of controlling a situation have been tried and failed. Restraint should never be used as a punishment or to bring about compliance (except where there is risk of injury).

Only staff and volunteers who are properly trained in restraint techniques should carry it out. A young person should be restrained for the shortest period necessary to bring the situation under control.

Notes of all such incidents should be written down, detailing the facts of the behaviour, witnesses, who restrained the young person and how, what other methods had been tried and failed and what follow up action took place. These notes should be given to EFDSS' Child Protection Officer.

Additional Guidance on Restraint

Occasionally, practitioners will find that they must deal with children who are presenting with difficult or aggressive behaviour. Practitioners have a legal duty to protect the children and young people they work with and can lawfully intervene where there are grounds to believe the child is putting themselves or others at risk, or they are likely to cause serious damage to property.

Messages from children living in residential settings are contained in the report *Children's Views on Restraint* (Office of the Children's Rights Director, Commission for Social Care Inspection, December 2004). The report makes it clear that while children and young people accept that physical restraint is sometimes necessary to keep them safe, **it is better to try to avoid the need for restraint by using other methods to de-escalate the situation.**

To prevent potentially violent confrontations, practitioners should:

- Agree ground rules on acceptable and unacceptable behaviour at the outset
- Be aware of circumstances which may cause the child or young person to behave aggressively and take any preventative steps to minimise this
- Recognise signals that indicate that the child or young person is becoming upset / stressed and take action to calm and reassure them

Where the child or young person's behaviour continues to be aggressive, staff should use verbal methods of calming and controlling behaviour or minimal physical intervention, such as leading them away from a situation.

Restraint should only be used as a last resort when all other methods to contain a child or young person's behaviour have failed.

Practitioners should act on the basis of a risk assessment that indicates clearly that there is an immediate risk of danger to either the child or another or that there may be serious damage to property.

Physical restraint is defined as "the positive application of force with the intention of overpowering the child." The following considerations need to be taken into account when using physical restraint:

- Children and young people should be warned that restraint is going to be used
- The restraint should only involve the minimum of force necessary to restrict movement and only used temporarily until the risk has passed
- The restraint should not restrict breathing or blood supply, or involve bringing the child or young person to the ground
- The child should be reassured calmly throughout the use of restraint
- The child or young person should be released slowly and safely

It is good practice to discuss the use of restraint with the child or young person in advance where it is thought that their behaviour may lead to violence or aggression. Following the use of restraint, practitioners should discuss the matter with the child or young person, looking at the circumstances leading up to the use of restraint, why it was used and how to avoid the situation arising again. Practitioners should also record the use of restraint and discuss it with their manager or supervisor.

Parents / carers should be informed of any incidents involving restraint.

Child Protection Procedures

Aim and purpose

The purpose of these procedures is to guide staff in safeguarding children from harm when participating in EFDSS projects and to make clear to staff their responsibilities, actions they should take, and lines of responsibility.

Safe Recruitment Practices and Disclosure

In order to ensure the suitability of all artists and other staff working on projects involving direct contact with children and that they work in a way as to protect children from harm, when employing new members of staff EFDSS asks them to:

- **Supply contact details for two referees**, who are not family members and have, wherever possible, first-hand and recent knowledge, in a professional capacity, of their experience of work or contact with children.
 - Referees are contacted directly by EFDSS and asked to complete a reference form in which they are asked specifically to comment on the person's suitability to work with children. Existing written references are not accepted by EFDSS. Before any offer of employment is confirmed, if there is any doubt as to the suitability or reliability of referees, or they supply information that is not suitably detailed, their reference will be checked by a follow-up telephone call and if necessary an additional reference will be sought.
- **Sign a declaration** stating that there is no reason why they would be considered unsuitable to work with children and to declare all previous convictions.
 - (Note: The Rehabilitation of Offenders Act 1974 requires that people applying for positions which give them 'substantial, unsupervised access on a sustained or regular basis' to children under 18 years must declare all previous convictions which are then subject to DBS checks.)
- Apply for, or show a recent original certificate (dated within the last 3 years) for, an **Enhanced disclosure check from the Criminal Records Bureau (CRB) or the new Disclosure and Barring Service (DBS)**.
 - EFDSS will ensure that employees working with children are joined up to the new DBS Update Service (launched June 2013) and encourage freelance staff to do the same. For a small annual subscription applicants can have their DBS Certificate kept up to date which means that it can be taken with them from role to role, within the same workforce, where the same type and level of check applies. For more information visit: www.gov.uk/dbs
 - EFDSS arranges and pays for this to take place for employees and, where appropriate, volunteers. It can advise freelance members of staff, such as artists, how they can obtain a DBS Certificate. (See further information below)

Volunteers and students on placement

From time to time EFDSS hosts placements from undergraduate and post-graduate students studying dance, music, performing arts, arts education and other similar courses, or other volunteers, who wish to gain practical experience of participatory arts work with children.

Volunteers and students receive adequate supervision and monitoring and are given responsibilities appropriate to their age, ability, skills, knowledge and experience.

EFDSS follows the procedures outlined above in Safe Recruitment Practices and Disclosure, with modifications to reflect the level of contact volunteers or students will be having with children.

- Where volunteers are stewarding or assisting with one-off or occasional events or workshop (usually for family events where parents / carers are present), they will be required to supply contact details for two referees; however they will not be required to sign the Declaration.
- Volunteers generally fulfil the role of project assistant, assistant tutor or similar when involved in projects with children and young people. In these roles they do not have unsupervised contact with children and would not be asked to lead or take sole responsibility for a whole class or group. As such they are not required to have a DBS check.
- Occasionally suitably qualified and experienced volunteers may fulfil the role of tutor, workshop leader or similar, in which case they would be required to complete a Declaration and have a DBS check as with a paid tutor in a similar role.
- Where students are unable to provide two appropriate professional references, a reference will be sought from a course tutor and at least one other referee who can vouch for their suitability to work with children.

A Disclosure - is an impartial and confidential document that details an individual's criminal record, and where appropriate, details of those who are banned from working with children. Disclosure supersedes previous police checking procedures.

Disclosure and Barring Service (DBS) – an executive agency of the Home Office

The primary role of the DBS is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children.

The DBS was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

Although the terminology has recently changed from Criminal Records Bureau (CRB) to DBS; the application process is very similar, and previously issued CRB Enhanced Disclosure certificates will remain valid.

For further information, please visit the Disclosure and Barring Service section of the Home Office website: www.gov.uk/dba

Safe deployment of staff

To ensure the safety of children, young people and staff, EFDSS always:

- Employs practitioners who have appropriate experience, skills and qualifications to lead participatory activities with children
- Gives all practitioners a copy of EFDSS' policies on Equal Opportunities and Health & Safety as well as the Code of Conduct When Working with Children & Young People (contained within this Policy)
- Makes clear in practitioners' contracts / briefings the level of professional conduct expected

- Ensures that EFDSS staff members are not asked to take sole charge of a group of children or young people in a school, youth club or other similar setting. When projects take place in these settings, a teacher or other suitably qualified member of staff is present during workshops, taking overall responsibility for the children's welfare and discipline (ideally working in a mutually supportive and complementary partnership with the EFDSS practitioner)
- Ensures that only practitioners with an Enhanced CRB/DBS Disclosure and appropriate qualifications, training, skills and experience are asked to teach or lead groups of children on their own, in appropriately safe situations assessed on a case by case basis (for example as part of EFDSS holiday courses)
- Ensures appropriate staffing ratios of adult to child participants are in place for all projects. These are risk assessed on a case by case basis, considering the age, ability and needs of the children taking part, the nature of the activity, experience of the staff leading the activity, and the number of other staff present supporting the project in pastoral or management roles. As a guide there will usually be:
 - a minimum of one adult to eight participants under eight years (with a minimum of two present)
 - one adult to 10 participants over eight years (with a minimum of two present)
 - one adult to 15 participants over 12 years (with a minimum of two present)
- Ensures that when EFDSS practitioners are required to work alone with a sole child (for example to give one-to-one music tuition or similar coaching) this takes place in a room / space that is an adequately safe and open location that can be easily observed by others, for example a room with a glass panel or window in the door. On rare occasions when this is not possible, the door to the room will be left partly open. All one-to-one sessions must be agreed in advance with the project leader or manager.
- Passes on to practitioners any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly.

Family events and performances

In addition to running workshops and projects for children, EFDSS runs, promotes and co-promotes performance and participatory events for families (including family barn dances / 'ceilidhs'). At Cecil Sharp House these are often delivered in partnership with the Friends of Cecil Sharp House (FCSH - an independent charity which exists to support Cecil Sharp House, the building which is home to the EFDSS) or occasionally with visiting companies / organisations.

For all family events run or co-promoted by EFDSS there will be at least one member of staff in attendance who has a recent Enhanced CRB/DBS Disclosure to supervise other staff who might not have been CRB/DBS checked. The 'duty of care' of children remains with their parents / carers who are in attendance at all times.

Staff such as stewards, ushers or those selling refreshments will not be required to have CRB/DBS Disclosure check as they will not be left alone with children. However EFDSS and FCSH will ensure that these staff (who will predominantly be volunteers) are people who are either well known to one or both of the organisations or are recommended by someone who is trusted.

Procedures for Uncollected Children

This relates to courses or activities for children that EFDSS is running at Cecil Sharp House or other venues. Where EFDSS is running a course in partnership with another organisation, EFDSS will clarify whether the responsibility for uncollected children lies with EFDSS or the partner organisation.

In general EFDSS assumes that young people of 11 years and above have permission to leave the venue independently unless told otherwise by a parent or carer. Parents and carers are informed of this on booking their young person for a course or activity.

Parental and alternative emergency contact details for all children attending EFDSS courses or activities are clearly listed in the register folder.

If a child is uncollected after a reasonable amount of time (up to around 15 minutes), and the parent / carer has not been in touch to explain why, then EFDSS staff should call the parent / emergency contact.

If contact is made, and a reasonable reason given, then a member of EFDSS staff should wait with the child in Reception or another public area until collected.

Wherever possible this will be a member of Education Department staff (which may include a tutor or course leader), but in exceptional circumstances may be another member of EFDSS staff such as a Duty Manager.

If all efforts to contact the parent / carer / emergency contact fail after a reasonable amount of time (up to 60 minutes as a guide), then Camden Family Services and Social Work should be contacted and appropriate arrangements made for the child to be collected and looked after. (See contact details on page 5)

A written record should be made of what has occurred.

In all cases the EFDSS Child Protection Officer/s should be informed.

Whistle Blowing Procedure

(Procedures to deal with in-house allegations against other members of staff / volunteers)

All staff and volunteers have a duty to report any Child Protection concerns they may have about any other members of staff or volunteers. It is important that any concerns for the welfare of the child, arising from suspected abuse or harassment by a member of staff or volunteer, should be reported immediately. EFDSS fully supports anyone who in good faith reports his or her concerns that a colleague is, or may be, abusing a child. The company is aware that a whistleblower is a witness, not a complainant.

Allegations of abuse against a member of staff or volunteer should be fully recorded and reported immediately to EFDSS's Child Protection Officer, or if that is not appropriate, to the Chief Executive. If, after discussion, it is felt the matter needs to be taken further, the Local Authority Designated Officer (LADO) should be contacted to discuss the allegation and decide if there should be a Strategy Meeting.

Every effort will be made by EFDSS to maintain confidentiality for all concerned, and consideration will be given to what support may be appropriate to children, parents, carers, members of staff or volunteers.

In the event of uncertainty about how to proceed, should a whistle blowing situation arise, immediate advice should be sought from Social Services or the NSPCC. (See contact details on page 5)

Further information and advice on whistle blowing may be found on the website of Public Concern at Work www.pcaw.org.uk.

Confidentiality and Information Sharing

The legal principle that the 'welfare of the child' is paramount means that the considerations of confidentiality, which might apply to other situations at EFDSS, should not be allowed to over-ride the right of children to be protected from harm. However, every effort will be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Children Act 2004 emphasises the need for agencies to share information in order to safeguard and promote the welfare of children. However, this needs to be balanced against the professional duty of confidentiality, the requirements of the Data Protection Act 1998, and the Human Rights Act 1998. This guidance sets out the requirements for and the limits to sharing information.

Legal framework

Generally, personal information held by agencies on an individual is subject to a duty of confidentiality and cannot be shared with third parties, unless it is lawful to do so. Information can be lawfully shared where:

- The individual has consented to disclosure
- The public interest in safeguarding a child's welfare overrides the need to keep information confidential
- Disclosure is required under a court order or other legal obligation.

Disclosure with consent

Individuals can consent to personal information held by an agency being disclosed to a third party, but it must be explained why this information is needed and to whom it will be disclosed.

A young person aged 16 years or over is capable of giving consent to disclosure on their own behalf. Young people aged under 16 can give their consent if they have the capacity to understand the nature of information sharing and can make their own decisions.

If the young person is too young or not considered of sufficient understanding to give their own consent, parents or anyone who holds parental responsibility for the young person must be asked to provide consent on their behalf.

If an adult is considered incapable of giving consent to disclosure, consent should be sought, where possible, from a person who has legal authority to act on their behalf.

If it is not possible to obtain consent, information cannot be disclosed except under the circumstances stated here.

Disclosure without consent

Information can be disclosed to third parties without consent in child protection cases where there is reasonable cause to believe that the child is suffering or is at risk of suffering significant harm.

In some cases it may be necessary to forgo seeking consent from parents as this may in itself place the child at further risk.

Before taking this step, professionals should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Only relevant information should be disclosed, and only to those professionals who need to know. Professionals should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

Statement on Policy Sharing

EFDSS is willing to share this policy with other organisations with similar working practices.

English Folk Dance and Song Society
June 2013

Signed: 
Date: June 2013

Rachel Elliott (EFDSS Education Director & designated Child Protection Officer)

Signed:

Date: June 2013

Alan James (Chair of the EFDSS Board of Trustees / Directors)

APPENDIX 1:

What is Child Abuse?

Concept of Significant Harm and Definitions of Abuse

It is the responsibility of adults and local authorities to take action to safeguard a child who is suffering, or is at risk of suffering, significant harm. This can be from a single traumatic event or, more often, a compilation of significant events. There are no absolute criteria on what constitutes significant harm, but it is broadly accepted that child abuse falls into four categories. These are:

1) Physical Abuse

This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocation or otherwise causing physical harm. It can also include a parent or carer fabricating or inducing illness in a child.

2) Emotional Abuse

A level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone. Emotional abuse may include: making a child feel that they are worthless, unloved or inadequate; imposing developmentally inappropriate expectations on children, such as interactions that are beyond their developmental capability, as well as overprotection and limitation of exploration, learning or normal social interaction; seeing or hearing the ill-treatment of another; serious bullying, causing children to feel frequently frightened or in danger; exploiting or corrupting children.

3) Sexual Abuse

This involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts. Sexual abuse also includes involving children in watching pornographic material, watching sexual acts or encouraging them to behave in sexually inappropriate ways.

4) Neglect

This is the persistent failure of a parent or carer to meet a child's basic physical, psychological and emotional needs, which is likely to result in the serious impairment of the child's health or development. This can include a failure to provide: adequate food, clothing and shelter; protection from physical and emotional harm or danger; adequate supervision; access to appropriate medical care.

APPENDIX 2:

How can you recognise if abuse is taking place?

Recognition of Abuse and Neglect

All staff working with children have a responsibility to report suspected or alleged child abuse.

It is not the duty of EFDSS' staff or volunteers to decide if a child has experienced or is at risk of abuse but there are a number of circumstances in which it is important to raise concerns.

The following factors are not proof that abuse has occurred but may indicate abuse and need careful assessment, discussion and possible consultation with social care and or the police.

Some general indicators:

- In an abusive relationship the child may: appear frightened of the parent / adult; or act in a way that is inappropriate to their age and development.
- The parent may: persistently avoid routine child health services and/or treatment; have unrealistic expectations of the child; frequently complain about / to the child and may fail to provide attention or praise; be absent or leave the child with inappropriate carers; have mental health problems which they do not appear to be managing; be misusing substances; persistently refuse to allow access on home visits; persistently avoid contact with services or delay the start or continuation of treatment; be involved in domestic violence; fail to ensure the child receives an appropriate education.

Other signs to look for:

Indicators of Physical Abuse

The following are often regarded as indicators of concern that a child may be being physically abused: an explanation which is inconsistent with an injury; several different explanations provided for an injury; unexplained delay in seeking treatment; the parent/s are uninterested or undisturbed by an accident or injury; parents are absent without good reason when their child is presented for treatment; repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury); frequent use of different doctors and accident and emergency departments; reluctance to give information or mention previous injuries.

- *Bruising:* children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:
 - any bruising to a pre-crawling or pre-walking baby; bruising in or around the mouth, particularly in small babies which may indicate force feeding; two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive); repeated or multiple bruising on the head or on sites unlikely to be injured accidentally; variation in colour possibly indicating injuries caused at different times; the outline of an object used (e.g. belt marks, hand prints or a hair brush); bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting; bruising around the face; grasp marks on small children; bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- *Bite marks:* human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

- *Burns and Scalds*: it can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.: circular burns from cigarettes; linear burns with a clear outline; burns of uniform depth over a large area; scalds that have a line indicating immersion or poured liquid; old scars which indicate lack of treatment. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
- *Fractures*: may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if: the history provided is vague, non-existent or inconsistent with the fracture type; there are associated old fractures; medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement; there is an unexplained fracture in the first year of life.
- *Scars*: of different sizes or ages, on different parts of the body may suggest abuse.

Indicators of Emotional Abuse

It can be difficult to recognise emotional abuse; the signs are usually behavioural rather than physical. The indicators are often associated with other forms of abuse. Staff should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment)
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- The child is scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Indicators of Sexual Abuse

It is particularly difficult to recognise sexual abuse and reporting it can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low. Sexual abuse can be perpetrated by anyone; it is important not to assume a stereotype of a sex offender. Boys and girls of all ages may be sexually abused but frequently do not say anything due to guilt or fear. It is therefore very important that they are taken seriously if they do make an allegation of sexual abuse. Indicators are likely to be *emotional / behavioural* and may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Contact or non-contact sexually harmful behaviour
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in sexual exploitation or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)

However, there are also *physical indicators* associated with child sexual abuse which include:

- Pain or itching of genital area
- Blood on underclothes

- Pregnancy in a child
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Indicators of Neglect

Generally, evidence of neglect is built up over a period of time. If concerns are raised, staff should therefore compile a chronology and discuss concerns with other agencies that may be involved with the family. It is important to consider that, although neglect can be perpetrated consciously, it is more often an omission of care by the child's parent or carer, often due to unmet needs of their own. Disabled children are particularly vulnerable to neglect owing to the increased level of care that they require.

Indicators of neglect can be physical and behavioural and include:

- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment)
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with inappropriate carers (e.g. too young, complete strangers)
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods

Potential risk of harm to an unborn child

It is the responsibility of staff to raise concerns about the likelihood of significant harm with regard to an expected baby. Concerns could include domestic violence, parental substance abuse or mental health issues.

APPENDIX 3:

Policy statement on the recruitment of ex-offenders

As an organisation using the Criminal Records Bureau / Disclosure and Barring Service (CRB/DBS) to assess applicants' suitability for positions of trust, the English Folk Dance and Song Society (EFDSS) complies fully with the CRB/DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

EFDSS is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs contain a statement that a Disclosure will be requested in the event of an individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within EFDSS and we guarantee that this information is only seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows EFDSS to ask questions about an applicant's entire criminal record, we only ask about 'unspent' convictions as defined in the Rehabilitation of Offenders Act of 1974. We ensure that all those in EFDSS who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate meeting, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a CRB/DBS Disclosure aware of the existence of the CRB/DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar an applicant from working with us. This will depend on the nature of the position and the circumstances and background of their offences.

APPENDIX 4:

Policy statement on the secure storage, handling, use, retention and disposal of disclosures

Introduction

The English Folk Dance and Song Society (EFDSS) uses the Foundation for Community Dance as an Umbrella Organisation* in order to access the Disclosure and Barring Service (formerly Criminal Records Bureau - CRB) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS Code of Practice (copies are available from EFDSS or via www.homeoffice.gov.uk/dbs. (* An Umbrella Organisation is one that countersigns applications and receives Disclosure information on behalf of other employers or recruiting organisations.)

EFDSS complies fully with the DBS Code of Practice regarding the correct handling, use, retention, and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation relating to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters which is available on request.

Storage and Handling

Disclosure information is kept securely in lockable, non-portable containers with access limited to those who need to use it as part of their recruitment duties. In accordance with section 124 of the Police Act 1997, Disclosure information is only accessed and used by those who are authorised to receive it in the course of their duties. We maintain a record of those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment, or other relevant, decision has been made, EFDSS does not keep Disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB/DBS via the Foundation for Community Dance about this and will give full consideration to the Data Protection and Human Rights Act individual subject rights before doing so. Throughout this time, our usual conditions regarding safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is destroyed by secure means (ie by shredding, pulping, and burning). While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photography or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, we will keep the following information for monitoring and security purposes:

- The date of the issue of the Disclosure
- The name of the Disclosure subject (the applicant)
- The job title of the post applied for
- The type of Disclosure (i.e. standard or enhanced)
- The unique reference number of the disclosure
- The details of the recruitment decision taken including why an applicant was considered unsuitable for appointment (as appropriate)

APPENDIX 5:

Policy on the use of recorded images

Photography and filming during projects involving children and young people

EFDSS regularly employs photographers and film makers to document projects. Resulting photographs and video footage are used in print and online by EFDSS and partners (such as funders or other cultural or educational organisations) in a number of ways, including, but not limited to: documentation, marketing, publicity, educational resources, archiving, fund-raising for future educational activities, or other similar purposes.

EFDSS projects

During projects that are run independently by EFDSS (and not run in partnership with a school), for example classes or courses at Cecil Sharp House or other locations, direct permission for film and photography is sought from parents / guardians.

EFDSS projects in schools

In its contracts with schools, EFDSS asks the School to confirm that it has been granted permission to photograph and film the young people involved in the project and that it has taken responsibility for obtaining the appropriate written permission from parents / guardians (for example as part of school admission procedures).

The School is also asked to inform EFDSS of any individual children who must not be filmed or photographed to ensure that no inappropriate images are used. No child / young person is excluded from an activity should consent not be given.

If the School cannot extend this permission to EFDSS, then permission for film / photography will be sought from parents / guardians via individual media consent forms.

Where images of children are used in print or online, the setting (eg school) will not be named unless we have specific permission to do so.

Educational resources

Direct permission is sought from parents / guardians where children will be photographed or filmed specifically to feature in educational materials (in printed publications, on the internet or other visual media).

Public events

In large scale public events at which children are attending, such as barn dances / ceilidhs, festivals, conferences or performances, and where it is not possible to gain individual consent from everyone attending, clear signs are prominently displayed around the venue informing everyone that film / photography will be taken. Anyone objecting to being photographed / their child being photographed are asked to inform the official EFDSS photographer (who will be wearing a lanyard and badge for identification), who will respect their wishes.

Naming children

In most cases where images of children are used, individual children will not be named. If appropriate they may be named by first name only.

APPENDIX 6:

Child Protection Monitoring / Report Form

Use this form for reporting child protection concerns including suspected abuse and return promptly to the EFDSS Child Protection Officer.

Please complete as many details as possible / are known.

Details about the child

- Name
- Age and date of birth
- Ethnicity
- Religion (if known)
- Disability or other specific needs
- First language
- Any special factors
- Home address (and telephone no. if available)

Details about concerns

- Are you reporting your own concerns or passing on those of somebody else? Give details.

- Brief description of what has prompted the concerns: include dates, times, location etc of any specific incidents.

- Any physical signs? Behavioural signs? Indirect signs?

- Have you spoken to the child? 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
- Have you spoken to or consulted anyone else? Give details
- Any other relevant information not covered above?

Details of person reporting

- Name and position / role
- To whom reported and date of reporting

Signature

Today's date

Please continue overleaf or on separate piece of paper if needed.