

# **Andersonstown Traditional & Contemporary Music School**

## **Policy and Procedures for the Protection of Children and Vulnerable Adults**

*Revised June 2018*

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## **Policy and Procedures for the Protection of Children and Vulnerable Adults**

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## **Andersonstown Traditional & Contemporary Music School**

### **Policy and Procedures for the Protection of Children and Vulnerable Adults**

#### **1. TERMS OF REFERENCE**

1.1 This policy is applicable to staff and volunteers working, for ATCMS, with children and vulnerable adults.

#### **2. INTRODUCTION**

2.1 ATCMS is committed to a delivery of service that promotes good practice and protects children and vulnerable adults from harm.

2.2 Members and staff within the ATCMS accept and recognise the ATCMS's responsibilities to develop awareness of the issues that may cause harm to children and vulnerable adults.

2.3 The ATCMS will seek to protect the safety of children and vulnerable adults and provide a safe environment by, employing people who are suitable for working with or have contact with children and vulnerable adults and by vetting the background of persons who are recommended for appointment to posts (in either a paid or a voluntary capacity), which have substantial access to children and vulnerable adults.

(see Appendix 1 for Recruitment and Selection guidelines on the employment of staff who have substantial access to children and vulnerable adults).

2.4 The ATCMS will ensure that suitable and appropriate training is provided to all staff and volunteers, to raise awareness of their role in recognising abuse, including familiarity with the ATCMS's policy and procedures for the protection of children and vulnerable adults.

#### **3. BACKGROUND**

3.1 The Children (NI) Order 1995, came into force in Northern Ireland on 4<sup>th</sup> November 1996 and it deals with the care, upbringing and protection of children.

In 2002 the Department of Health, Social Services and Public Safety (the Department) supported the establishment of the Regional Adult Protection Forum to promote, develop and improve arrangements for the protection of vulnerable adults. In 2005 the Forum received Departmental endorsement to produce standardised, regional procedures. 'Safeguarding Vulnerable Adults', which is based on best practice, represents the outcome of that work and has been subject to widespread consultation.

3.2 One of the key principles in the child and vulnerable adult care law is Protection. The principle is that children and vulnerable adults should be safe and should be protected by intervention if they are in danger.

3.3 Under these legislations there are requirements which set essential standards, which the ATCMS will endeavour to follow by way of good practice.

3.4 Having regard to the above and in order to deal effectively with the issue of children and vulnerable adult abuse, a clear statement of ATCMS policy and clear procedures are considered essential in order to communicate the ATCMS's position and to assist management in dealing with incidents of this nature.

#### **4. AIMS OF THE POLICY**

4.1 To demonstrate the ATCMS's commitment to providing and maintaining a service that protects children and vulnerable adults from harm, as well as protecting the organisation and our workers from potential allegations.

4.2 To ensure that the ATCMS's staff and volunteers are carefully selected, trained and supervised and are familiar with the ATCMS's Policy and Procedures for the Protection of Children and Vulnerable Adults.

#### **5. POLICY STATEMENT ON THE PROTECTION OF CHILDREN AND VULNERABLE ADULTS**

5.1 ATCMS confirms its commitment to making sure that children and vulnerable adults are protected and kept safe from harm while they are being supervised by staff and volunteers from this organisation.

To this end the ATCMS will endeavour to safeguard children and vulnerable adults by:

- adopting protection guidelines through a code of behaviour for staff.  
(see Appendix 2 for guidelines)
- ensuring that all staff and tutors are AccessNI checked and references followed-up.
- sharing information about children and vulnerable adults protection and good practice.
- sharing information about concerns with agencies who need to know and involving parents, carers and children appropriately.
- providing effective management for staff through supervision, support and training.
- taking appropriate action to respond to issues of children and vulnerable adults protection which occur on the ATCMS's premises or involve its workforce.
- nominating a Designated Officer and Key Worker(s) to co-ordinate the ATCMS's Policy and Procedures for the Protection of Children and Vulnerable Adults.

#### **6. DEFINITIONS OF ABUSE**

6.1 There are several different categories of abuse officially defined in government guidance and these are central to the statutory child and vulnerable adult protection system.

6.2 All staff and volunteers should be aware that essentially, "child and vulnerable adult abuse" occurs when the behaviour of someone in a position of greater power than a child or vulnerable adults causes harm. (see Appendix 3 for Indicators and Effects of Abuse).

6.3 The common denominator of all forms of abuse is that it makes children and vulnerable adults feel bad and worthless. Because children and vulnerable adults can be abused in a number of ways the harm caused cannot always be easily categorized. The Children (NI) Order 1995 defines 4 categories of abuse:

**Neglect** – the actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation

**Physical** – actual or likely deliberate physical injury to a child, or wilful or neglectful failure to prevent physical injury or suffering to a child.

**Sexual** – actual or likely sexual exploitation of a child. The involvement of children and adolescents in sexual activities they do not truly comprehend.

**Emotional** – actual or likely persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

**Bullying** – although bullying has not been defined as abuse within the Children (NI) Order 1995, a child who is bullied may be suffering any type of abuse as defined.

It may take many forms but the main types are; physical (eg hitting, kicking, theft); verbal (eg sectarian/racist remarks, name calling); indirect (eg spreading rumours); electronic (eg blog sites, e-mails, mobile phones).

6.4 It is not always easy to recognise a situation where abuse may occur or where it has already taken place.

It is unlikely that staff will be experts and it should be stressed that in accordance with the Children (N.I.) Order 1995, the Health and Social Services have a statutory duty to ensure the welfare of children and vulnerable adults.

## **7. DESIGNATED OFFICER AND KEY WORKER**

7.1 The ATCMS has nominated a Designated Officer and Key Worker(s) who have been specially trained in the area of Child and Vulnerable Adults Protection and are acutely committed to the principle of confidentiality. (see Appendix 4 – Duties of Designated Officer and Key Worker).

## **8. TRAINING IN CHILD AND VULNERABLE ADULT PROTECTION**

8.1 All staff to which this policy relates will receive awareness training in child and vulnerable adult protection, including familiarity with the ATCMS's Policy and Procedures for the Protection of Children and Vulnerable Adults. (see Appendix 5 – Training for Staff in the protection of children and vulnerable adults)

This is to include all volunteers, paid staff, line managers/supervisors and policy makers.

## **9. PROCEDURE FOR DEALING WITH COMPLAINTS OF ABUSE**

9.1 There are two elements under this section, those where allegations of abuse have been made against staff and those where staff suspect a case of child or vulnerable adult abuse.

9.2 Where staff suspect a case of abuse, they must recognise that they have a legal responsibility to report this through ATCMS procedures.

9.3 Confidentiality and sensitivity to the needs of the child or vulnerable adult must be paramount in all situations.

Information must not be passed to another person other than those outlined within the ATCMS procedures.

9.4 Appendix 6 deals with Procedures relating to allegations made against staff. (A flow chart illustrating the reporting processes is contained in Appendix 6.1).

9.5 Appendix 7 deals with guidance on disclosure of abuse or where a member of staff is aware of or suspects a case of child or vulnerable adult abuse. (A flow chart illustrating the reporting processes is contained in Appendix 7.1).

9.6 Appendix 8 deals with guidance where a member of staff observes suspected abuse may be taking place within the workplace. (see Appendix 8 – Immediate Procedures if Abuse is Observed).

## Appendix 1

# **RECRUITMENT AND SELECTION GUIDELINES ON THE EMPLOYMENT OF STAFF WHO HAVE SUBSTANTIAL ACCESS TO CHILDREN AND VULNERABLE ADULTS.**

## **1. INTRODUCTION**

1.1 The recruitment of all posts in the ATCMS are subject to ATCMS Recruitment Procedures.

1.2 Applicants for posts with substantial access to children or vulnerable adults whether permanent, temporary, full-time or part-time, are required to complete an application form which –

- draws attention to the Rehabilitation of Offenders (Exceptions) (Amendments) Order (NI) 1979 as amended by the Rehabilitation of Offenders (NI) 1987 which provides that convictions that are spent under the Terms of the Rehabilitation of Offenders (NI) Order 1978 must be disclosed if the individual will be working with children or young people, and which allows employers to take spent convictions into account in deciding whether to engage the applicant.
- asks applicants to list in a sealed envelope any convictions, cautions or bind overs.
- asks for the applicant's written consent for checks to be carried out by Police as to the existence and content of a criminal record and by AccessNI, as to the suitability of an individual to work with children or vulnerable adults.
- points out that refusal to grant consent for such checks shall be sufficient grounds to prevent further consideration of the application.

1.3 On completion of the interviews, checks are requested after applicants have been recommended for appointment but before they are appointed to the post.

1.4 Checks are requested from the Police and AccessNI by a designated officer who is authorised to request and receive such information, and any results are returned to them for forwarding to the recruitment panel. The information provided by the Police and AccessNI is confidential.

1.5 It is for the recruitment panel to decide as to the candidate's suitability for working with children or vulnerable adults taking into account only those offences which may be relevant to the post.

## **2. AGENCY STAFF**

2.1 The ATCMS ensures that any Employment Agency supplying temporary staff to cover posts with substantial access to children is required to carry out the necessary Police and AccessNI checks on the ATCMS's behalf to ensure the suitability of the Agency Staff for working with children or vulnerable adults.

### **3. VOLUNTEERS**

3.1 Where individuals volunteer to work in an unpaid capacity in ATCMS premises, or premises used by ATCMS, and where there is substantial access to children or vulnerable adult – ATCMS is responsible for ensuring that the appropriate consent is obtained from the volunteers, and the necessary Police and AccessNI checks are undertaken.

3.2 Where there are serious concerns regarding a volunteer's behaviour or enquiries pending, the ATCMS reserves the right to consider the volunteer to be unsuitable to work with children or vulnerable adults. In all circumstances, the ATCMS will err on the side of safety to ensure that the child's or adult's welfare is paramount.

## Appendix 2

# CODE OF BEHAVIOUR ON SAFEGUARDING CHILDREN AND VULNERABLE ADULTS FOR ATCMS STAFF

## 1. INTRODUCTION

1.1 ATCMS recognises that it is not practical to provide definitive instructions that would apply to all situations at all times whereby staff come into contact with children and vulnerable adults; and to guarantee the protection of the children or vulnerable adults and staff.

1.2 However, below are the standards of behaviour required of staff in order to fulfil their roles within the ATCMS.

This code should assist in the protection of both children and vulnerable adults and members of staff.

1.3 These guidelines also apply to voluntary staff who work in an unpaid capacity in ATCMS premises.

### 1.4 Staff must:

- implement the Policy and Procedures for the Protection of Children and Vulnerable Adults.

### 1.5 Staff must never:

- engage in rough, physical games including horseplay with children or vulnerable adults.
- allow or engage in inappropriate touching of any kind. The main principles of touch are:
  - touch should always be in response to the child's or vulnerable adult's need
  - the touch should always be appropriate to the age and stage of development of the child or vulnerable adult.
  - touch should always be with a child's or vulnerable adult's permission
- do things of a personal nature for children and vulnerable adults that they can do for themselves or that their parent / guardian can do for them.
- physically restrain a child/young person or vulnerable adult unless the restraint is to prevent physical injury of the child/other children/vulnerable adult/visitors or staff/yourself. *(In all circumstances physical restraint must be appropriate and reasonable, otherwise the action can be defined as assault).*
- make sexually suggestive comments to or within earshot of a child or vulnerable adult.

### **1.6 Staff must not:**

- have children/young people or vulnerable adult on their own in a vehicle.
- where circumstances require the transportation of children/young people or vulnerable adults in their vehicle, another member of staff/volunteer must travel in the vehicle. Also it is essential that there is adequate insurance for the vehicle to cover transporting children/young people or vulnerable adult as part of the business of your work
- in extreme emergencies (for medical purposes) where it is required to transport a child/young or vulnerable adult person on their own, it is essential that another leader and the parent / guardian is notified immediately
- take a child or vulnerable adult to the toilet unless another adult is present or has been made aware (this may include a parent /guardian, at all times group leader)
- spend time alone with a child or vulnerable adult on his/her own. If you find you are in a situation where you are alone with a child or vulnerable adult, make sure that you can be clearly observed by others.

### **1.7 Implications for staff**

Staff who breach any of the above may be subject to disciplinary procedure.

If an allegation against a member of staff has occurred then an investigation will be carried out in accordance with the procedure for dealing with allegations against staff (See Appendix 6). The investigating officer will be required to liaise with the Designated Officer, to clarify if she/he has any relevant records or any other protection information in relation to the individual.

## Appendix 3

### **INDICATORS AND EFFECTS OF ABUSE**

#### **1. INTRODUCTION**

1.1 Even for those experienced in working with abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. It is unlikely that staff will be experts and it should be stressed that in accordance with legislation to ensure the safe welfare of a child or vulnerable adult.

1.2 The onus on ATCMS is to provide a safe environment by:

- employing people who are suitable for working with or to have contact with children and vulnerable adult.
- having effective and clear procedures for reporting any suspicions through their own structures to the relevant legislation.

#### **2. INDICATIONS THAT A CHILD OR VULNERABLE ADULT MAY HAVE BEEN ABUSED INCLUDE:**

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on part of the body not normally prone to such injuries.
- an injury for which the explanation seems inconsistent;
- the child or vulnerable adult describes what appears to be an abusive act involving him/her;
- someone else – a child or adult, expresses concern about the welfare of another child or vulnerable adult;
- unexplained changes in behaviour over time e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper;
- inappropriate sexual awareness;
- engagement in sexually explicit behaviour in games;
- distrust of adults, particularly those with whom a close relationship will normally be expected;
- difficulty in making friends;
- prevented from socialising with other individuals;
- displays variations in eating patterns including overeating or loss of appetite;
- loss of weight for no apparent reason
- increasingly dirty or unkempt appearance.

**This list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. It is stressed, however, that it is not the responsibility of members of staff to prove that abuse is taking place but is their responsibility to act upon any concerns, by reporting these to the Key Worker or Designated Officer.**

### **3. EFFECTS OF ABUSE**

3.1 Abused children and vulnerable adults can suffer changes in normal behaviour and can suffer long term damage that may follow them into later life.

3.2 The main effects of abuse are as follows:

- Pain and distress.
- Behavioural difficulties, like becoming angry and aggressive.
- School related problems.
- Developmental delay – physically, emotionally and mentally.
- Low self esteem.
- Depression, self-harm – sometimes leading to suicide.
- Difficulty in forming relationships as adults.
- Sometimes, if untreated, abusive relationships with own (or other) children / vulnerable adults.
- Permanent or temporary injury.
- Children / vulnerable adults may die.

3.3 Factors that might increase the likelihood of risk:

- Young children or vulnerable adults who might have difficulty telling others.
- Disabled children who might have difficulty communicating or accessing people to tell.
- Children or vulnerable adults who are already experiencing some form of discrimination (e.g. racial harassment) as they are more isolated from other adults / children. They may also perceive the abuse as a part of the ongoing discrimination.
- Poor relationship between children and parents/guardians/carers.
- High levels of stress.
- History of violence in the family.

3.4 The damage inflicted by bullying can be frequently underestimated. It can cause considerable distress to children and vulnerable adults to the extent that it affects their health and development or, at the extreme, causes them significant harm. In these circumstances bullying should be considered as abuse and treated as such.

## Appendix 4

### **ROLE OF DESIGNATED OFFICER AND KEY WORKER**

The ATCMS will appoint a Designated Officer who will have overall responsibility in referring incidents to Social Services.

A Key Worker(s) will be appointed to assist the Designated Officer or 'Act-Up' in the absence of the Designated Officer. These will act as the first point of contact and support. They will also assist with gathering the relevant information from the staff concerned regarding incidents of alleged abuse. They will be instrumental in the decision to refer the alleged incident to Social Services. Once a decision has been made, the information will be passed to the Designated Officer for referral. In the absence of the Designated Officer, the Key Worker will pass the information directly to Social Services.

Copies of all reports of incidents will be passed to the Designated Officer.

### **DUTIES OF DESIGNATED OFFICER**

1. To record a disclosure of abuse made by a child or vulnerable adult to a member of the ATCMS's staff. The alleged abuse could involve either an external person or ATCMS Staff.
2. To record ATCMS staff's suspicions of abuse.
3. In 1 or 2 above, to seek advice from the relevant agencies and report, if appropriate. If the disclosure/suspicions relate to ATCMS Staff, to advise and liaise with the relevant Head of Service, if appropriate.

*If a member of ATCMS staff has concerns about a colleague not fulfilling the ATCMSs Policy and Procedures for the Protection of Children and Vulnerable Adults, such concerns are to be taken to the relevant Line Manager in the first instance. As the matter is examined by the Line Manager, she/he may need to involve the Designated Officer/Key Worker, if it becomes apparent there is an issue.*

*Where the incident relates to a Line Manager not fulfilling the ATCMSs Policy and Procedures for the Protection of Children and Vulnerable Adults, such concerns are to be taken to the next relevant Line Manager in the first instance.*

*Possible involvement of a member of ATCMS staff must also be notified to the Chairperson of the Committee.*

4. To record all action taken and where appropriate, advise the relevant line management. Detail of information provided will be based on the 'need to know' principle.

5. To ensure that if the Designated Officer is not onsite that the Key Worker's contacts are made available.
6. To ensure all written records in relation to Child Protection issues are securely and confidentially filed.
7. To establish contact within the relevant authorities if:
  - a) allegations of abuse have been made against a member of staff or,
  - b) a member of staff has been made aware of alleged abuse by an external person.
8. To liaise with the Key Worker(s) to ensure the ongoing implementation and review of the ATCMS's Child and Vulnerable Adult Policy and Procedures.
9. To fulfil any other relevant duties which may become apparent as the role of Designated Officer develops.

## **DUTIES OF KEY WORKER**

1. To act as the first point of contact and support.
2. To record a disclosure of alleged abuse made by a child or vulnerable adult to a member of the ATCMS's staff. The alleged abuse could involve either an external person or ATCMS Staff.
3. To record ATCMS staff's suspicions of a child or vulnerable adult allegedly being abused.
4. To discuss future action with the member of staff who made the report. Where appropriate, another member of staff may be included where he/she has observed possible signs of abuse or heard a child or vulnerable adult disclosing details of potential abuse.
5. To record all action taken and advise the Designated Officer within 24 hours. Where the Designated Officer is unavailable and a decision has been made to refer the incident to Social Services, the Key Worker must seek advice from the relevant agencies and report directly to Social Services.

## **ROLE OF DESIGNATED OFFICER AND KEY WORKER**

If the disclosure/suspicions relate to ATCMS Staff, to advise and liaise with the Chairperson of the Committee, if appropriate.

6. To record all action taken and advise the relevant line management, where appropriate. Detail of information provided will be based on the 'need to know' principle.

**7.** To ensure that if not onsite that a list of Key Worker contacts has been made available.

**8.** To ensure all written records in relation to Child / Vulnerable Adults' Protection issues are securely and confidentially filed.

**9.** In the absence of the Designated Officer, to establish contact with Child / Vulnerable Adult Protection Teams within the relevant Health and Social Services Trust if:

a) allegations of child or vulnerable adult abuse have been made against a member of staff or,

b) a member of staff has been made aware of alleged child or vulnerable adult abuse by an external person

**10.** To keep up to date with relevant legislation, good practice and developments.

**11.** To liaise with the Designated Officer to ensure the ongoing implementation and review of the ATCMS's Policy and Procedures for the Protection of Children and Vulnerable Adults.

**12.** To deliver training, as appropriate, within and throughout the ATCMS.

**13.** To fulfil any other relevant duties which may become apparent as the role of Key Worker develops.

## Appendix 5

### **TRAINING FOR STAFF**

1. The aim of training is to increase the awareness and explore issues around the protection of children / vulnerable adults, staff and ATCMS.
2. All staff within the ATCMS who have contact with children or vulnerable adults will receive appropriate training.
3. The co-ordination of training and identification of staff to attend training will be the responsibility of the Manager.
4. Training will be provided by the Volunteer Development Agency as an accredited child / vulnerable adult protection training provider.

## Appendix 6

### **PROCEDURES FOR DEALING WITH ALLEGATIONS ABUSE AGAINST A MEMBER OF STAFF**

#### **1. INTRODUCTION**

1.1 Allegations of abuse can potentially be made about any member of staff (especially those in contact with the public and especially children or vulnerable adults).

1.2 Abuse does occur outside the family setting and although a very sensitive and difficult issue, abuse has occurred within institutions.

1.3 It is critical that all relevant staff are aware of such issues and how to deal with any allegations appropriately.

1.4 In all circumstances an allegation should be reported to the Designated Officer OR Key Worker.

#### **2. INVESTIGATION**

2.1 As a result of any allegation being received the matter will be the subject of a preliminary investigation.

2.2 Following a preliminary investigation consideration will be given to:-

(i) whether or not the employee/s should be suspended from work while a full investigation is carried out.

(ii) whether or not there is a need to carry out a full investigation into the allegation/s.

(iii) whether or not the police should be informed.

(iv) whether or not the Department of Health and Social Services should be informed.

2.3 Should there be no innocent explanation in respect of the allegation/s, and these constitute possible act/s of gross misconduct the employee/s will be suspended from work on full pay.

2.4 The designated officer will carry out a full, formal investigation in respect of the allegation/s. The designated officer will report to the Chairperson of the Committee on completion of the investigation, as to whether or not the allegation/s have been substantiated.

#### **3. DISCIPLINARY PROCEDURE**

3.1 On the basis of the investigating report, and, in accordance with the ATCMS's disciplinary procedure, disciplinary action may take place, which may include dismissal.

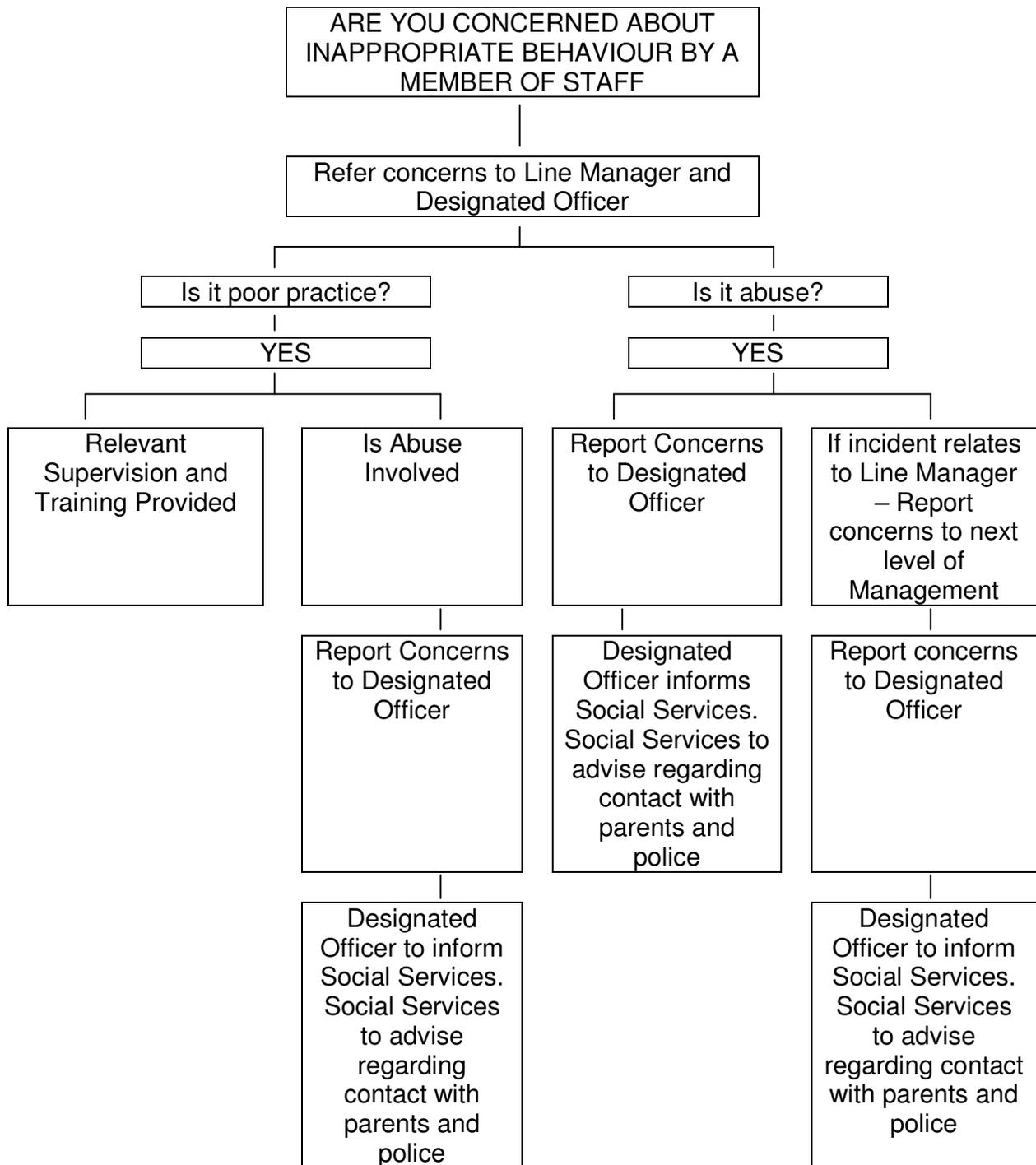
3.2 In addition to the ATCMS's disciplinary investigation the police may be informed of the allegation/s pertaining to the employee/s concerned immediately following the alleged incident taking place.

3.3 Should a police investigation, or a social services investigation take place the ATCMS will seek information from these parties. This information may well influence the disciplinary investigation and decision, but the ATCMS will not necessarily wait for the completion of such investigations and will not necessarily be influenced immediately by them as the ATCMS will examine the impact of the allegations on the employment relationship of the employee/s concerned.

3.4 Where staff are disciplined or dismissed as a result of inappropriate behaviour in regard to children or vulnerable adults, information will be passed on to the Department of Health and Social Services by the Designated Officer.

Appendix 6.1

**FLOWCHART – CONCERNS REGARDING A MEMBER OF STAFF**



**ONCE INFORMED THE LINE MANAGER MUST TAKE ALL NECESSARY  
MEASURES TO ENSURE THE SAFETY OF THE CHILD / VULNERABLE ADULT  
AND OTHER CHILDREN AND VULNERABLE ADULTS**

**FOR FURTHER INFORMATION – REFER TO APPENDIX 6**

**APPENDIX 7**

**GUIDANCE ON DISCLOSURE OF ABUSE OR WHERE A MEMBER OF STAFF  
SUSPECTS A CASE OF ABUSE.**

**1. INTRODUCTION**

1.1 Anyone who suspects that a child or vulnerable adult has or is being harmed or is at risk of harm has a duty to record the suspected incident and to convey this concern immediately to the Line Manager and Designated Officer within the ATCMS.

1.2 Line Managers will be informed that an alleged incident has taken place. For reasons of confidentiality, the level of information passed to the Line Manager will depend on his/her direct involvement in the workplace and will be at the discretion of the Designated Officer / Key Worker.

1.3 It is essential that suspicions are reported to the designated officer. The consequences of failing to report an allegation or suspicion should far outweigh the risk of being wrong. It is essential that the welfare of the child or vulnerable adult must always be the first priority.

1.4 There is a legal responsibility to report the allegation or suspicion as withholding evidence regarding a criminal action is an offence.

1.5 The Designated Officer will advise regarding discussion of the suspected abuse with parents / carers. In situations where the parent / carer is potentially responsible for the abuse, the child or vulnerable adult might be placed at greater risk were such suspicions discussed. In certain situations, it is best for the Health and Social Services to discuss the suspected abuse with the parents as they have the expertise to deal with the situation.

1.6 Once a worker becomes aware or suspects a case of abuse s/he should ensure in so far as possible that the child or vulnerable adult is protected from the situation of danger. The worker has no power to intervene directly where the alleged abuser is the parent or carer. In this latter case it is imperative that the next step is taken as quickly as possible

1.7 The worker should discuss the case as early as possible with the Designated Officer. In certain situations, where the Designated Officer is unavailable or is suspected to be the abuser, contact should be made directly with the ATCMS's Chairperson.

1.8 Sharing in this matter means that the worker has an opportunity to discuss and assess their concerns in a responsible way as well as sharing some of the load with someone outside the situation.

1.9 Once reported, the Designated Officer, will report the alleged incident to Social Services. The Designated Officer will have received relevant training and have guidelines as to reporting to the appropriate authorities.

1.10 Where the Designated Officer is unavailable, the Key Worker will report the alleged incident directly to Social Services and inform the Designated Officer as soon as possible.

1.11 Discussion should not take place with anyone else within the line management structure as this impedes investigation and affects the confidentiality of the situation. It is up to the discretion of the Designated Officer/Key Worker, as to who else is to be informed of the situation, including incidents where a member of staff may be the alleged abuser.

1.12 Staff should not initiate an investigation, including discussion of the potential abuse with other professionals (e.g. schools, health workers), as this is assuming the responsibility of the Social Services. By doing so s/he could complicate an already sensitive situation and perhaps contaminate evidence which could have negative consequence for subsequent legal proceedings.

A flow chart relating to reporting procedures is included at Appendix 7.1.

1.13 Once a worker becomes aware of or suspects a case of abuse it is important that they make a record of observations, happenings and discussions that are relevant. This record should be factual and not include opinions or personal interpretations of the facts presented.

1.14 The record should be made within 24 hours of the suspicion arising, with each recording dated, signed and stored in a secure place. Records are to be made on the relevant form as provided in Appendix 9

1.15 To assist members of staff on how to deal with a situation where a child or vulnerable adult has made a disclosure of Abuse Appendix 10 provides guidance on some of the Do's and Don'ts on how to react.

1.16 Where a member of staff observes possible signs of abuse, it would only be appropriate to involve another member of staff to verify the signs or symptoms. Extreme discretion must be taken when this occurs as the child / vulnerable adult or others must not be alarmed. The name of the other member of staff must be recorded on the report form.

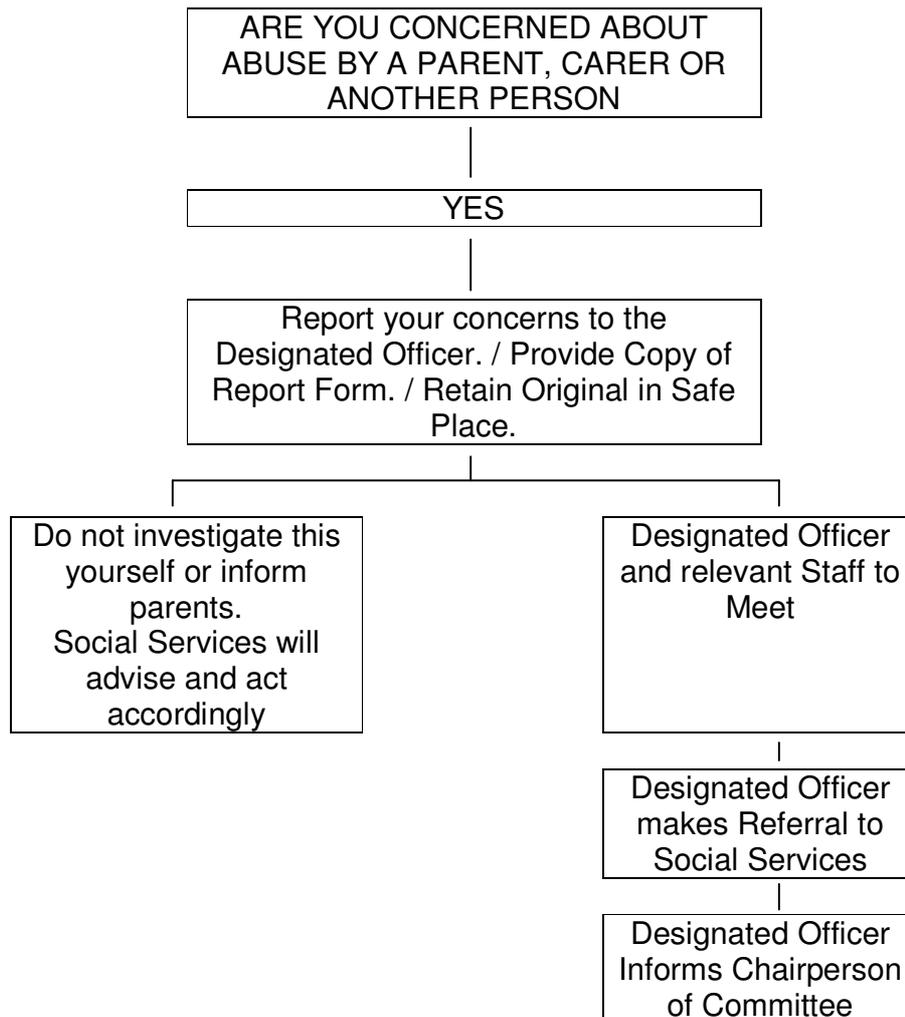
1.17 Where a child or vulnerable adult discloses possible abuse, it is unlikely to be appropriate to include another member of staff in the conversation as to disclose in the first place will be traumatic enough for the child or vulnerable adult. Where another member of staff observes the disclosure, this should be recorded on the report form.

1.18 Decisions to refer the incident to Social Services will be taken by the Key Worker. The information will be passed to the Designated Officer, who will report the alleged

incident directly to Social Services. Where the Designated Officer is unavailable, the Key Worker will report the alleged incident directly to Social Services. Details from this meeting will be recorded on the relevant form and passed to the Designated Officer.

## Appendix 7.1

### CONCERNS ABOUT ABUSE BY AN EXTERNAL PERSON



**FOR FURTHER INFORMATION – REFER TO APPENDIX 7**

## Appendix 8

### IMMEDIATE PROCEDURES TO BE TAKEN IF SUSPECTED ABUSE IS OBSERVED TAKING PLACE WITHIN THE WORKPLACE

#### **1. INTRODUCTION**

1.1 These guidelines apply in exceptional circumstances and only when a member of staff observes suspected abuse of a child or vulnerable adult.

The guidelines do not apply if:

- The suspected abuse may have already taken place and the suspected abuser has left the premises.
- Where the suspected abuser is a parent or legal guardian.

In the circumstances above the member of staff must follow the guidelines outlined in Appendix 7.

1.2 The Designated Officer to be informed immediately and the relevant branch of the Police Service to be contacted immediately.

1.3 Staff should ensure in so far as possible that the child or vulnerable adult is protected from the situation of danger. A member of staff has no power to intervene directly where the alleged abuser is the parent or carer. In these situations, it is imperative to follow the procedures outlined in Appendix 7 as soon as possible.

1.4 As soon as it is practical and not less than 4 hours after the incidence, contact must be made with the Designated Officer or Key Worker.

1.5 It is important for the member of staff who has made the observation to make a record of observations, happenings and discussions that are relevant. This record should be factual and not include opinions or personal interpretations of the facts presented. The record should be made within 6 hours of the suspicion arising, with each recording dated, signed and stored in a secure place.

A copy must be provided to the Designated Officer with whom contact was made. Records are to be made on the relevant form as provided in Appendix 9

1.6 Discussion should not take place with anyone else who was not involved immediately within the situation as this may impede the investigation and would affect the confidentiality of the situation. It is up to the discretion of the Designated Officer / Key Worker, as to who else is to be informed of the situation, including incidents where a member of staff may be the alleged abuser.

Appendix 9

**Andersonstown Traditional & Contemporary Music School**

**CHILD / VULNERABLE ADULT PROTECTION INCIDENT REPORT FORM  
(Private & Confidential)**

Date: Time:	Location:
Name of Tutor:	
Name of Pupil:	
Witnesses: (who was present?)	
Where specifically did this incident occur?	
Was the Designated Officer or Key Worker Informed?	
Was anyone else informed, if so, who?	
Please describe in as much detail as possible the circumstances of this incident:	

SIGNED: _____	DATE: _____
---------------	-------------

**NOTE:** It is Essential that this incident is reported to the Designated Officer or, if the Designated Officer is unavailable, the Key Worker without delay.

**Andersonstown Traditional & Contemporary Music School**

**Accident Report Form**

<b>Date:</b>	<b>Location:</b>
<b>Name of Tutor:</b>	
<b>Name of Pupil:</b>	
<b>Witnesses:</b>	
<b>Was the Informed of this Accident?</b>	
<b>Where specifically did this accident occur? (be as exact as possible)</b>	
<b>Was the tutor present?</b> YES/NO	<b>Was the designated First Aider contacted?</b> YES/NO
<b>Was First Aid required? YES/NO</b>	
<b>Please describe in as much detail as possible the circumstances of this accident:</b>	

<b>SIGNED:</b> _____	<b>DATE:</b> _____

Appendix 10

## **DO's and DON'Ts**

### **1. INTRODUCTION**

The following information is a guide as to some of the do's and don'ts on how to react when a disclosure of abuse has been made.

#### **DO**

Stay calm

Recognise your own feelings

Receive the information

Reassure

Listen

Record

Report to Designated Officer

Get support for yourself

(The Designated Officer will be able to direct staff to suitably qualified external agencies.)

**Remember: how you react may mean the child/young person or vulnerable adult telling or not telling his/her story. It may be the beginning of the healing journey for the child/young person or vulnerable adult.**

**DON'T**

Promise confidentiality

Probe for more information/investigate

Panic

Make the child repeat the story unnecessarily

Use leading questions

Appendix 11

**Andersonstown Traditional & Contemporary Music School**

**Anti-Bullying Policy**

Andersonstown Traditional & Contemporary Music School is committed to providing a safe and enjoyable environment for all young people under the age of 18, for all adults attending our classes and for all staff and volunteers within the school. As part of this commitment we will take all possible steps to ensure that all users of ATCMS are protected from bullying behaviour.

**The School's View**

Andersonstown Traditional & Contemporary Music School is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work and learn in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

ATCMS will endeavour to ensure that bullying does not take place during school activities. However we also recognise the need to ensure that where bullying does take place, there are adequate procedures in place to ensure that bullying behaviour does not go unchallenged and is not allowed to continue.

The aim of this policy is to ensure that children and vulnerable adults are protected from bullying behaviour at all times during ATCMS activities.

We will do this by:

- Providing adequate supervision to discourage bullying from taking place
- Encouraging pupils & staff to report bullying in any form
- Ensuring that any incidents of bullying behaviour are recorded and taken seriously
- Ensuring that we have in place effective strategies and responses related to bullying
- Ensuring that all staff, volunteers, pupils and their parents are aware of our policy related to bullying and are aware of our responses to bullying behaviour

### **Definition**

Bullying is an act of aggression causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

The Northern Ireland Anti Bullying Forum defines bullying as:

*'The repeated use of power by one or more persons intentionally to harm or adversely affect the rights and needs of another or others.'*

### **FORMS OF BULLYING**

**PHYSICAL** hitting, kicking, pushing, spitting, taking or hiding belongings including money

**VERBAL** name calling, teasing, insulting, writing unkind or offensive notes

**EMOTIONAL** being unfriendly, excluding, tormenting, spreading rumours, looks, belittling another pupil's abilities and achievements, ridiculing another pupil's appearance, way of speaking or personal mannerisms

**EXCLUSION** a child can be bullied simply by being excluded from discussions / activities, with those they believe to be their friends

**DAMAGE TO PROPERTY OR THEFT** Interfering with another pupil's property, by stealing, hiding or damaging it. Physical threats may be used by the bully in order that the student hands over property to them

**CYBER** Cyber-bullying is a more recent problem that has come about through the increased use of mobile phones and the internet. It may include threats or name calling via the internet, chat rooms, web pages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.

### **The Responsibilities of Staff & Volunteers**

Our staff and volunteers will:

- Foster in our pupils self-esteem, self-respect and respect for others;

- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Be alert to all signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to the class coordinator or school manager.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;

### **Anyone who becomes the target of bullies should:**

Not suffer in silence but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents**

- We ask parents to support their children and the school by:
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to their tutor or the class coordinator, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bully themselves.

### **What happens if bullying is reported / observed?**

In the event of a bullying incident being reported / observed, the following response will be made:

The tutor will talk to both parties involved to ascertain the precise nature of the problem;

A bullying incident record will be completed with a description of the incident, and given to the class co-ordinator;

The bully / bullies may be asked to genuinely apologise. Other consequences may take place;

If the incident cannot be simply resolved (e.g. with an apology), the following procedures should be implemented:

- Parents of the bully and the bullied victim will be contacted;
- The perpetrator will have the consequences of their behaviour explained to them.
- The perpetrator of bullying may be moved to another class or, in severe cases temporarily or permanently excluded from the school.
- After the incident(s) has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

**In addition:**

- The bully may be moved to another class or excluded.
- Parents will be informed.
- Where possible, the pupils will be reconciled.

**Support for the Bullied Victim:**

- The victim of bullying will be listened to and taken seriously.
- The bullied victim will be informed of all action which takes place as a result of the incident and all measures taken to protect them from further bullying incidents
- They will be encouraged to report any incidents which take place and encouraged to talk to their tutor or to the school's co-ordinator if they are having any difficulties.

**Support for the Perpetrator**

- The bully will have each step of this process explained to them. They will be helped to understand why their actions were wrong and the consequences of what they have done.
- They will be treated fairly at all times and given the opportunity to change their behaviour.
- They will be supervised closely to ensure their behaviour continues to be within the boundaries of acceptable behaviour.
- Whilst all incidents of bullying must be recorded and taken seriously, where the bully-perpetrator remains in the school they will be encouraged to move on from the incident.
- The bully-perpetrator will be made aware that continuous / repeat bullying behaviour will result in their removal from the school.

**Monitoring**

Once the bullying issue has been resolved and appropriate action taken, both the bullied victim and the bully perpetrator will have their behaviour monitored and will be in

regular contact with ATCMS staff for a period of at least one full term to ensure that no further action is needed.

**Relevant Contacts / Organisations:**

KIDSCAPE – Parents Helpline	Monday to Friday 10am – 4pm	0845 1 205 204
KIDSCAPE	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>	
Childline NI – Bullying helpline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	0800 44 1111
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	0800 800 5000
Northern Ireland Anti Bullying Forum	<a href="http://www.niabf.org.uk">www.niabf.org.uk</a>	

**Andersonstown Traditional & Contemporary Music School**

**BULLYING INCIDENT RECORD**

Name of pupil being bullied \_\_\_\_\_ DATE:: \_\_\_\_\_

Names of children allegedly engaging in bullying behaviour \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who was the incident initially reported to? \_\_\_\_\_

<b>Nature of the bullying:</b>
<b><u>Strategies agreed:</u></b>
<b>Review (two weeks later):</b>

<b>Review (one term later):</b>
<b>Review (one term later):</b>

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 12

## **Andersonstown Traditional & Contemporary Music School**

### **Photographic Policy**

#### **Photography / Video Images:**

##### **Issues relating to Child Protection & Data Protection**

##### **1) Photos taken by ATCMS for use in ATCMS publicity, information materials, displays or other music school related use.**

Whilst it is not illegal to take photographs of children or adults participating in Music School activities, photographs and video images of young people are classed as personal data under the terms of the Data Protection Act 1998. Therefore using such images for publicity purposes will require either the consent of the individual concerned or in the case of young people, their legal guardians.

To this end, ATCMS should obtain consent from all pupils (parental / guardian's consent if under 18) for use of images taken during ATCMS activities for music school related publicity, information materials etc.

A consent form should permit the taking of appropriate photographs and their use in future publicity information / publications and other material relating to ATCMS activities.

It should also indicate that any pictures used for publicity purposes will not identify children or vulnerable adults by name. Images taken will be retained for future use and will be securely stored.

## **2) Photos taken by local press**

On occasions local press may attend ATCMS events. The photo/video image policy should provide guidelines for this such as:

- Photos should only be taken with the full consent of ATCMS
- If a child is named in the press, their photo should not be included (without express consent from parents)
- If a child's photograph appears in the press, their name should not be included (without express consent from parents)
- Parents / pupils should be made aware of our policy on press photography

## **3) Photos taken by parents / pupils during ATCMS events/activities**

During the term at concerts, presentations or other special occasions at ATCMS, family of pupils may wish to take photographs/video recordings. ATCMS should obtain a statement from all adult pupils and parents of pupils stating that any images will not be used inappropriately. Photography should only be allowed in designated areas (for example, the main hall or where the event/performance is taken place)

## **4) Photos/images taken at other events**

ATCMS pupils/volunteers sometimes take part in events organised by other groups. What should our policy be on these situations?

If pupils under 18 are involved, and the activity is outside our normal venue, we will need to obtain a consent form for the activity. A statement regarding our photo policy should also be included with the consent form for the activity.

## **5) Photos/images taken by venues we use for their own publicity**

Because we use venues such as schools and community centres for our classes, these organisations may wish to use photographs/images of our pupils to demonstrate the activities which take place. On these occasions, the same guidelines should be used as for press photography.

- Photos should only be taken with consent of ATCMS
- If a child's photograph/image is used, their name should not be included (without the express consent of the parents)

## **Safe use of Photographic / Video Images of Children or Vulnerable Adults**

ATCMS will take practical steps to ensure that pictures and video images of children or vulnerable adults are taken and used in a way that reflects our commitment to the protection of children or vulnerable adults attending ATCMS.

We will do this by

- asking all parents to sign a consent form giving permission for their child to be photographed during music school activities;
- asking all parents and adult pupils to indicate that any images (photographic or video) that they take will not be used inappropriately.
- asking all adult pupils at ATCMS to sign a consent form for use of photographs / video images in ATCMS publicity.
- ensuring that any publicity photos used will not identify children by name
- If a photograph is used, avoid naming the pupil
- If a pupil is named (e.g. in a press article), avoid using a photograph
- Let person giving consent know that the images will be retained for further use, will be securely stored and will be used only by those authorised to do so.

### **PHOTOGRAPHIC IMAGES OF ATCMS PUPILS**

ATCMS wishes to take photographs or videos of pupils for a variety of reasons ranging from archive records to press coverage of achievements. In order to comply with the Data Protection Act 1998, we are required to seek the permission of our pupils, and, if under 18, their parents and carers before recording and using such images.

Below are listed the types of images that we may wish to take of your child during his/her time at ATCMS. Please read the list carefully and ensure that the school is notified of your consent. For convenience you could print a copy of the form via the link at the bottom of this page. Complete then return this sheet via Phase Reception if you consent to your child being included in the activities. If no form is received we will assume lack of consent.

- Individual/group photographs in classrooms, etc for display in school
- General photographs of children working in classrooms or around the school for our archives (which could be published at sometime in the future as a record of an era)
- Photographs of ATCMS events (e.g concerts, the Ceol-a-thon etc) for ATCMS newsletter / ATCMS publications
- Photographs of achievements / school events for the Website or Facebook
- Press photos (of awards ceremonies, individual achievers, school events, etc) which will appear in local newspapers

All photographs and images of children or vulnerable adults will be taken and used in accordance with our Photography Policy which requires staff to exercise professional judgement regarding the suitability of images and their use. You may withdraw your consent at any time. Access to photos is restricted to relevant staff. Archive copies of images may be retained for future reference.

**Andersonstown Traditional & Contemporary Music School**

**PICTURE AUTHORISATION FORM – PUPILS UNDER 18**

I ..... give Andersonstown Traditional & Contemporary Music School authorisation to use any appropriate pictures that are taken of my child ..... during school activities for use in future publicity, publications or other materials relating to music school activities. Any photographs taken will be retained for future use. Images will be securely stored, and used only by those authorised to do so.

I give my assurance that any photographs/images recorded by myself or members of my family at ATCMS events will be used only in an appropriate manner. I understand that these images may only be recorded during special events and only in designated areas.

Signed .....

Date .....

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## **Andersonstown Traditional & Contemporary Music School**

### **PICTURE AUTHORISATION FORM FOR ADULTS**

I ..... give Andersonstown Traditional & Contemporary Music School authorisation to use any appropriate pictures that are taken of me during school activities for use in future publicity, publications or other materials relating to music school activities. Any photographs taken will be retained for future use. Images will be securely stored, and used only by those authorised to do so.

I give my assurance that any photographs/images recorded by myself or members of my family at ATCMS events will be used only in an appropriate manner. I understand that these images may only be recorded during special events and only in designated areas.

Signed .....

Date .....

Appendix 13

### **Codes of Conduct (Staff & Volunteers, Pupils and Adults)**

#### **Andersonstown Traditional & Contemporary Music School**

##### **Code of Conduct for Adult Pupils**

ATCMS is committed to providing a safe environment for all our pupils. Part of this commitment includes ensuring the safety and protection of the children or vulnerable adults we come into contact with. This includes proper recruitment and vetting of volunteer tutors, ensuring tutors have appropriate child protection training, providing a code of conduct for volunteers and having appropriate child protection and health and safety procedures in place.

However, ATCMS is in a different position from many other organisations in that our activities are mixed, with both children and adults in the same class on many occasions. This is an important part of the dynamic at ATCMS and should continue.

The wide range of age groups at ATCMS gives us certain responsibilities, especially where adults have regular contact with children or vulnerable adults, therefore we have drawn up a code of conduct for our adult pupils which gives guidelines for appropriate behaviour.

Adults attending classes at ATCMS are not responsible for the supervision of young people at our classes however we all have responsibility for ensuring the safety and protection of children or vulnerable adults we come into contact with.

The following codes of conduct give guidelines for acceptable behaviour when children or vulnerable adults are present. These guidelines will also prevent you from putting yourself in a vulnerable position.

All adults attending classes at ATCMS are required to adhere to this code of conduct.

## **Andersonstown Traditional & Contemporary Music School**

### **Code of Conduct for Adult Pupils**

The Andersonstown Traditional & Contemporary Music School is fully committed to safe guarding the wellbeing of children or vulnerable adults and other students who make use of the activities and the schemes organised through the school.

1. Pupils & staff should at all times show respect and understanding for the rights of all students, their safety and welfare, and conduct themselves in a way that reflects the schools commitment as stated above.
2. All adults involved in the school must avoid 'one-to-one' situations with younger pupils whenever possible.
3. Adult pupils at ATCMS must ensure that physical contact is avoided at all times.
4. Arrangements by adults involved in ATCMS to meet young people / children for non-school activities is not permitted without the full knowledge and support of the young person's or child's parent / guardian.

5. The use and misuse of illegal substances and alcohol is not permitted while attending ATCMS classes, or while on the property of, or during a program / scheme that is associated with the school.
6. The use of language and behaviour which may be considered offensive (such as swearing, sexually suggestive comments) is inappropriate where children are present.
7. Language and behaviour which may be experienced by others as oppressive e.g. on the grounds of gender, race, religion, disability, political belief, sexual preference or marital status is considered unacceptable.
8. Inappropriate behaviour may result in removal of a pupil, volunteer or staff member from the schools activities. Inappropriate behaviour may also be punishable by law.
9. If you suspect or witness inappropriate behaviour by anyone involved in activities at ATCMS it is your responsibility to report it to ATCMS staff, who will follow the correct procedures as outlined in our Child and Vulnerable Adult Protection and Health & Safety Policies.

**The supervision of children or vulnerable adults attending classes at ATCMS is not your responsibility, however, you do have a responsibility to ensure the protection of the children or vulnerable adults you come into contact with.**

## **Andersonstown Traditional & Contemporary Music School**

### **CODE OF CONDUCT FOR PUPILS**

In the interests of safety and class discipline, please note the following:

#### **All pupils must:**

- Arrive on time
- Pay attention in class
- Leave classrooms EXACTLY as you find them
- DO NOT write on or erase anything from the blackboards
- DO NOT touch any paperwork in the classroom

#### **Behave properly at all times**

- NO Bad language
- NO Hitting
- NO Name calling
- NO Spitting
- NO Fighting
- NO Running in the corridors

- DO NOT Enter other classrooms
- Sweets, Food and Drinks are not permitted

If you have any problems, complaints, comments or anything you wish to discuss, Please talk to your tutor, a member of staff or contact our office on: (028) 90 434 894

**FAILURE TO FOLLOW THE ABOVE MAY RESULT IN A PUPILS REMOVAL FROM THE MUSIC SCHOOL**

## **Andersonstown Traditional & Contemporary Music School**

### **STAFF AND VOLUNTEERS CODE OF CONDUCT**

When carrying out any duties on behalf of Andersonstown Traditional & contemporary music school, staff both full / part time and voluntary will be expected to adhere to the following practices and codes or rules of conduct:

1. You will have read and understood ATCMS Child and Vulnerable Adult Protection & Health & Safety Policies.
2. Staff and Volunteers should, at all times, show respect and understanding for the rights of all students, their safety and welfare, and conduct themselves in a way that reflects the schools commitment as stated above.
3. Any staff member or volunteer who suspects or witness's abuse is obligated to immediately refer to the schools abuse procedures. Failure to do so may lead to disciplinary action.
4. Whenever possible, staff and volunteers should ensure that they are not working in a 'one-to-one' situation with children or vulnerable adults, without at least one other adult being present.

5. Staff and Volunteers assisting in changing rooms or any activity involving physical contact or the partial or complete removal of clothing must be of the same gender as the children involved and preferably accompanied by at least one other adult or, if this is not possible, other children of the same age and gender.
6. Staff and Volunteers must ensure that physical contact is avoided if possible, however permission may be sought from the pupil if physical contact is required (e.g. for demonstration of holding instrument, chords etc). If the pupil does not give permission for physical contact, the tutor must respect this.
7. Avoid rough play or using physical restraint.
8. Arrangements by staff or volunteers to meet young people / children for non-school activities is not permitted without the full knowledge and support of the young person's or child's parent / guardian.
9. The use and misuse of illegal substances and alcohol is not permitted while carrying out the duties of a school employee or volunteer, or while on the property of, or during a program / scheme that is associated with the school. Such use can result in the termination of work with the school.
10. Swearing and having conversations of an adult nature with adults or in the presence of children and young people is not appropriate.
11. Avoid conversations which draw you into making personal comments about appearances or show favouritism. Never ridicule, insult or make little of any child or adult during an ATCMS activity.
12. The school believes that children have the right to play in a safe environment. Staff should conduct themselves in line with this belief at all times.
13. Language and behaviour which may be experienced by others as oppressive e.g. on the grounds of gender, race, religion, disability, political belief, sexual preference or marital status is considered unacceptable and may result in the termination of work with the school.
14. Staff and Volunteers should ensure that all their pupils are aware of and comply with the Pupil Code of Conduct.

Staff and Volunteers must make themselves available for training e.g. Health and Safety, Child Protection Awareness etc, as this is essential for the efficient and safe running of Andersonstown Traditional & Contemporary Music School.

Appendix 14

## **SUPERVISION RATIOS**

Appropriate adult child ratios should be adhered to at all times. These ratios should be seen as a minimum adult supervision required. Health and Safety and the quality of

play opportunities provided will be enhanced with lower ratios and so the school should strive to increase the number of responsible adults working with children and young people if at all possible. Increased adult supervision is required when working with young people with disabilities.

Volunteers must be aged 18 and over. Under 18's can only act as helpers and cannot be charged with the responsibility for children and young people and cannot be counted in the ratio.

The following are the required ratios.

### ***On Site Activities***

1:3	for children	0 – 2 years
1:4	for children	2 – 3 years
1:8	for children	4 – 7 years
1:12	for children	8 – 11 years
1:16	for young people	12+ years

### ***Off Site Activities***

1:1	for children	0 – 2 years
1:2	for children	2 – 3 years
1:6	for children	4 – 7 years
1:10	for children	8 – 11 years
1:14	for young people	12+ years

Appendix 15

### **Personal Data Collection, Use, Retention & Storage**

As part of the Registration Process for our Classes and Activities, we collect personal and special category information. With your consent (***see note below***), we collect this information in order to:-

- Maintain an accurate and complete up to date Register of all individuals / participants engaged in our classes and activities
- Ensure the Health & Safety of pupils while in our care
- Contact you if we need to obtain or provide additional information
- Contact you in the event of an incident, accident or medical emergency
- Inform you of forthcoming new term dates, registration venues and other School events
- Meet legal and funder statistic requirements
- To monitor and improve our services

***Please note: A child under the age of 16 cannot give consent themselves. This is required from a person holding 'parental responsibility'.***

Both hard copy Registration forms and digital data are securely kept and stored for a period of 2 full financial years after the end of the current year of your engagement in the School, after which time hard copies will be shredded and digital data anonymised.