

City of Belfast School of Music

Safeguarding Children and Young People

Child Protection Arrangements including Anti-bullying Policy



Revised February 2016
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In the context of this policy “The Music Service” and “The City of Belfast School of Music” should be regarded as synonymous. Similarly, the terms teacher/tutor are interchangeable. References to “he/him” also infer “she/her”.

Introduction

Child protection is of major importance to everyone involved in working with children and young people. The law is very clear on the responsibilities placed on professionals who are employed in positions of trust. Within the City of Belfast School of Music (CBSM) where pupils and students range in age from as young as 6 years in the Saturday Club up to 24 years in the City Belfast Youth Orchestra (CYBO), the safeguarding and welfare of children and young people is of paramount importance.

Child protection is not exclusively to do with sexual abuse. Staff have a responsibility to be alert to other forms of abuse, such as bullying, physical abuse, emotional abuse and neglect. The arrangements set out in this policy are to ensure that teachers, tutors, schools, our partner schools, volunteers, parents and young people understand the safeguarding ethos that we promote and are informed about what to do if they have any concerns.

1 Definition of Safeguarding

Safeguarding as defined by 'Safeguarding Children in Education 2004' is:

- promoting the welfare of children ~ not just child protection
- dependant on effective information sharing, collaboration and understanding between families, agencies and professionals

There are two aspects to safeguarding and promoting the welfare of children.

They are:

- the arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

2 Definition and Categories of Abuse

"Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely, by a stranger. There are different types of abuse and a child may suffer more than one of them....." (ACPC Regional Child Protection Policy and Procedures 2005)

The Area Child Protection Committees' Regional Policy and Procedures defines the four categories of abuse as:

- Sexual
- Physical
- Emotional
- Neglect

2.1 Definition of Sexual Abuse

- Sexual abuse involves forcing or enticing a child to take part in sexual activities.

The activities may involve physical contact, including penetrative or non- penetrative acts.

- They may include non contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

2.2 Definition of Physical Abuse

- Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering.
- This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation, confinement to a room or cot, or inappropriate giving drugs to control behaviour.

2.3 Definition of Emotional Abuse

- Emotional abuse is the persistent emotional ill- treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.
- It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of another person.
- It may involve causing a child to feel frightened or in danger, or the exploitation or corruption of a child.
- Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.
- Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm.

2.4 Definition of Neglect

- Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to cause significant harm.
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to medical care or treatment, lack of stimulation or lack of supervision.
- It may also include non- organic failure to thrive.

3 Roles and Responsibilities **The School Safeguarding Team**

CBSM acknowledge the importance of the role of professionals in fulfilling their safeguarding responsibilities and as such endorse the structures required for all schools. Our safeguarding team comprises:

- A designated teacher for child protection (Head of Music Service);
- A deputy designated teacher for child protection; and
- The Chair of the Board of Management

3.1 Role of the Designated Teacher for Child Protection

- Discusses child protection concerns with school/support staff and maintains records;
- Participates in child protection training;
- Refers, if necessary, to Social Services or PSNI;
- Notifies the ELB designated officer for child protection;
- Disseminates child protection training to all staff;
- Promotes a child protection ethos within the school;
- Provides a written report to Board of Management on child protection issues;
- Notifies the Chair of Board of Management; and
- Takes the lead in the development of the school's child protection policy

3.2 Child Protection Support Service for Schools (CPSSS)

The CPSSS comprises the designated officers for child protection within the education and library board. Staff

- Provide the telephone helpline to schools
- Provide support and advice for designated teachers
- Provide the child protection training to schools and other education staff groups

3.3 Statutory Agencies

- **Social Services**
- **PSNI** (Public Protection Units – Child Abuse Investigation Units)

These are the agencies that have the *statutory responsibility for investigation of child abuse complaints*

4 Reporting Process for Child Protection Concerns

Dealing with Disclosures*

The staff within CBSM are trained to manage the issue of disclosures by remembering the five 'R's

5Rs:

Receive
Reassure
Respond
Record
Report

4.1 Disclosure – How to Respond:

- Avoid the confidentiality trap;
- Believe the child;
- Listen carefully and do not interrupt;
- Go at the child's pace;
- Stay calm and do not rush to take action that may be inappropriate;
- Do not speculate or make assumptions;
- Do not make promises you cannot keep (eg "everything will be alright now");
- Tell the child that they have done the right thing by telling you;
- Reassure the child: 'it's not your fault';
- Try to see them on their own (in an appropriate setting);
- Do not allow your shock or distaste to show;
- Do not criticise the perpetrator;
- Do not ask the child to repeat the disclosure or make a written statement;
- Let them know the next step (how you will help);
- Record exactly what was said using the child's words;
- Record the time, date, place and context of the disclosure;
- Report the disclosure and hand over your record (*do not keep a copy of your record*) to the Designated Teacher as soon as possible (Advice can be sought from CPSSS); and

- Report IMMEDIATELY to the Head of Music Service

- * All teachers should familiarise themselves with the Regional Child Protection Procedures for staff employed in an education and library board.

5 Staff Code of Conduct

All staff within CBSM MUST adhere to the Code of Values and Professional Practice for teachers that was launched by the **General Teaching Council for Northern Ireland** 4 October 2004. It makes explicit the core values underpinning professional practice, confirms the existing high standards of teachers' work and sets out the profession's commitments. Alongside this all music tutors need to take cognisance of the following:

5.1 Professional Conduct of Staff

All teachers/tutors should have a commitment to young people, colleagues, parents/guardians, schools and to the community at large. In fulfilling the obligations of professional practice, a teacher should act at all times in such a manner as to demonstrate personal courtesy and integrity and to enhance the reputation and standards of the teaching profession. In particular, all teachers/tutors should strive to develop professional skills and expertise.

For the purposes of these safeguarding arrangements, any recourse to the legal “age of consent” or any aspect of a “consensual” relationship are deemed to be indefensible. The simple rule is that there must be no personal relationships or inappropriate conversations between staff and pupils or students.

Where staff have any concerns about a student, they should contact the designated teachers / Head of the School of Music immediately.

5.2 The Code of Practice

All teachers must:

- support the Music Service in the reasonable discharge of its duties and responsibilities;
- maintain a professional relationship with all colleagues;
- ensure that any other professional commitments could not be considered to be in conflict or competition with the activities of the Music Service;
- respect the provision of the terms of appointment with the Music Service;
- make careful and best use of all resources provided;
- respect collective agreements negotiated by the teachers’ professional associations;
- respect the right of an individual to hold religious or political beliefs and not seek to impose personal opinions in such matters;
- not misrepresent professional qualifications;
- work within the guidelines outlined in the Education Authority Gifts & Hospitality Policy, not accept gratuities, gifts or favours that might impair or appear to impair professional judgement.

5.3 Working with young people

- remember that the musical, aesthetic and general intellectual development of young people is of prime concern;
- act with compassion and impartiality;
- seek to encourage and praise when appropriate;
- be sensitive in expressing criticism of young people and avoid hurtful comments of a personal nature. This applies to individual and group situations;
- remain professional so as not to abuse, exploit or undermine the teacher/young person relationship;
- respect the confidentiality of information relating to young people unless its disclosure is either required by law or is considered to be in the best interests of the young person;

- ensure that reports on young people are based on factual information and highlight their strengths and areas of improvement.

PHYSICAL CONTACT

The basic rule is: **DON'T TOUCH.**

- Teachers should endeavour to find ways of congratulating and encouraging pupils without giving them a friendly tap on the shoulder or arm.
- Teachers should refrain from tapping the pulse of the music on any part of a pupil's body.
- When teaching breathing exercises, teachers must never touch the chest, waist, diaphragm, ribs or legs of a pupil.
- When changing a pupil's playing position teachers should announce their intention very clearly and involve the other pupils so that they can see exactly what is happening. If a teacher wishes to correct a playing position (for instance) he / she must ask the student if he / she is happy for the teachers to touch him / her. If the student agrees, the teacher may proceed. If, however, the student does not consent, the teacher should record exactly what was said and report the matter as soon as possible to the appropriate Head of Department or to HMS.
- There may be occasions when a distressed pupil needs comfort and reassurance, e.g. after an examination or a solo performance. This may include physical comforting. In this instance staff should use their discretion.
- Teachers should be aware of the limits of such contact, nonetheless, and of the possibility of it being misinterpreted.
- Teachers should never physically restrain a child **UNLESS** it is to prevent physical injury to another child, a member of staff or themselves.

Physical contact should be regarded as unacceptable at all times. If, in exceptional circumstances, a teacher wishes to correct inappropriate posture or to demonstrate a particular aspect of technique, it may be appropriate to ask the student's permission to move an arm or leg to a certain position, or whatever. The CP Policy gives specific guidance on this issue. **If the student declines to give permission, however, the teacher must record the matter immediately to the relevant HOD or Head of Music Service.**

5.4 Working with Colleagues

- exercise a friendly and caring attitude towards colleagues;
- be aware of the professional and personal needs of all colleagues;

- keep in confidence discussions with colleagues concerning professional and personal problems; staff should never discuss colleagues or young people with parents or other young people;
- respect the professional status of colleagues, particularly when making any observation or assessment of their work;
- refrain from denigrating a colleague in the presence of others;
- give references that are fair and truthful.

5.5 Working with Parents

- respect the shared responsibility which must exist between the school, the parents/guardians and the Music Service for the musical and general education of young people;
- seek to fairly and accurately represent the facts concerning any aspect of the musical development of young people;
- endeavour to establish a co-operative relationship with the parents and young people;
- respect parental rights to enquiry, consultation and information with regard to the musical and general development of their young people.

5.6 Working with Schools

- seek to establish a friendly and co-operative relationship with schools, in particular head teachers, heads of music departments and music co-ordinators;
- be aware of and support the general musical activities of the school;
- co-operate with all reasonable requests in respect of preparing the young people for school concerts and public examinations;
- communicate regularly with the head of department/music co-ordinator and teacher particularly in respect of timetable difficulties, pupil absenteeism, special educational needs, health issues etc;
- communicate if necessary with the designated teacher for child protection;
- respect the school's right to enquiry, consultation and information with regard to the musical and general educational development of their young people;
- avoid comparing schools or making statements that denigrate schools.

5.7 Working with the Community

- promote a good relationship with the community in order to create a clear understanding of the aims and objectives of the Music Service;

- seek to understand the social, economic and ethnic needs, aspirations and problems of the community.

5.8 Personal Conduct

- use appropriate language when speaking with colleagues, young people and parents/guardians;
- ensure that personal mobile phones should not disturb, disrupt or otherwise interfere with teaching;
- observe the dress code of the partner schools (peripatetic staff);
- ensure that personal/private telephone calls are kept to a minimum during the teaching day;
- avoid any financial obligation to outside individuals or organisations that might influence the performance of official duties (see also Education Authority Gifts & Hospitality Policy).

5.9 No lessons / rehearsals should be undertaken in the homes of staff or students.

- From time to time parents or students may ask for additional lessons, perhaps coming up to examinations. Under no circumstances should staff agree to give lessons or conduct rehearsals away from CBSM premises, regardless of the age of the student(s) nor even if other persons are present, e.g. parents, spouse, grand-parents etc.

6 Residential Weekends/Tours

A policy document dealing with Educational Visits has been published on the Education Authority website (under Teachers/Educational Visits). All tour leaders must be familiar with and adhere to the procedures outlined in this document.

Taking groups away will normally entail undertaking a formal Risk Assessment well in advance of the proposed trip or residential course. Risk Assessments will be processed through the Head of School of Music and will be authorised by the relevant Assistant Senior Education Officer / Senior Education Officer.

- The standard of behaviour of staff on residential should be no different from the behaviour expected within schools.
- All staff should be aware of the responsibility he/she is expected to bear and have a thorough knowledge of the pupils in his/her care.
- Full details of travel arrangements should be given in writing, in advance, to parents/those with parental responsibility whose children are taking part in the trip.
- It is strongly recommended that staff do not, except in special circumstances, have pupils on their own in a vehicle. Your decision to do otherwise should be influenced by what is in the best interest of the child's welfare.

- It is inadvisable to enter a child's room unless accompanied by another adult. *Never take a child into your own room.* If you are alone with a child, make sure that others can see you at all times. Staff engaged in supervision duties which might involve going into students' rooms, should work together in pairs, ideally male and female.
- **The Child Protection Policy must be strictly observed**, in every detail, on residential weekends / tours.

7 Post 18 Students

The School of Music enrolls students who are 18 years old and above. These students continue to study music and to participate in various senior groups such as the City of Belfast Youth Orchestra, the City of Belfast Youth Concert Band, the Big Band, Symphonic Brass, the Harp Ensemble, Cantanti and other ad hoc ensembles (as required). From time to time these students may be asked to support younger fellow students (children and young people) in a mentoring capacity.

All post 18 students remain under the direction of the authorised teachers and fall within the jurisdiction of the overall child protection procedures set out in these arrangements. As young adults, post 18 students must take cognisance of and adhere to, the code of conduct as set out in Section 5 and the anti-bullying policy in Section 8.

Any concerns about post 18 students must be reported immediately to the designated teacher for child protection / the Head of the School of Music.

8 Anti-Bullying Policy

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Children and young people should feel confident in reporting alleged incidents of bullying as these will be dealt with fairly and sensitively by the appropriate members of staff.

The City of Belfast School of Music will raise the awareness of the nature of bullying through wall posters, occasional advice from staff to students at lessons / group activities, information to students, staff and parents on the CBSM website, and other appropriate means in an attempt to eradicate such behaviour.

8.1 Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Cyber-bullying is equally unacceptable and refers to aspects of similar behaviour which are perpetrated by means of the internet, contact websites, mobile phones, texting, et cetera.

The three main types of Bullying are:

- physical (hitting, kicking, theft);
- verbal (name-calling, racist remarks, sectarian comments); and
- indirect (spreading rumours, inappropriate texting, excluding someone from social groups, innuendo)

8.2 Managing incidents on Alleged Bullying

The following steps must be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded and given to the Head of the School of Music;
- all concerned will be interviewed and the incident recorded. Parents will be informed at the outset;
- heads of departments will be kept informed and if bullying behaviour persists the head of department will advise the appropriate instrumental tutor, as appropriate;
- parents will continue to be kept informed and included in any actions; and
- disciplinary measures will be used as appropriate, in consultation with all parties concerned.

8.3 Procedures where Bullying has been substantiated

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with HMS, the relevant Head of Department, or member of staff of their choice;
- reassuring the pupil;
- offering continuous support; and
- restoring self-esteem and confidence.

Pupils who have engaged in bullying behaviour will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change; and
- informing parents/ those with parental responsibility to help change the attitude and behaviour of the pupil

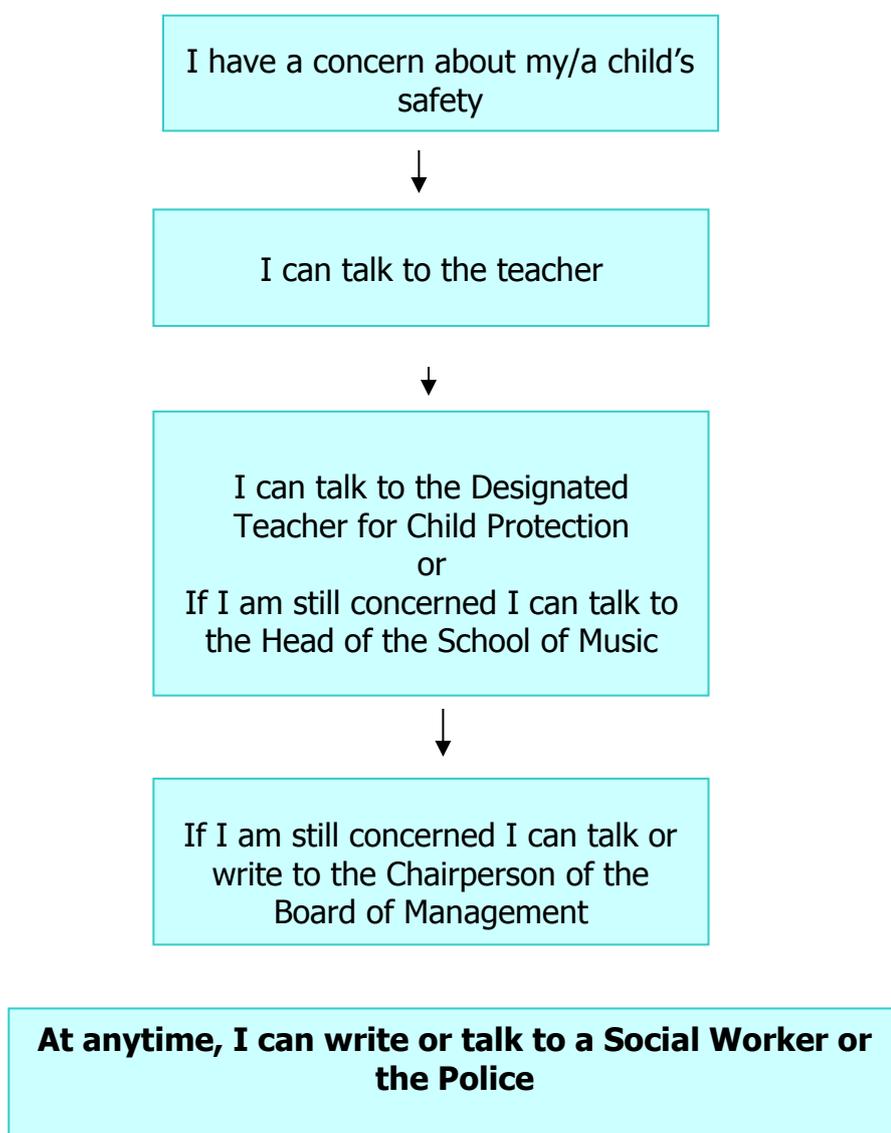
8.4 Disciplinary Measures

The following disciplinary measures may be taken:

- official warnings to cease offending and change behaviours
- exclusion from certain areas of CBSM premises or certain activities
- minor fixed-term exclusion (up to 2 weeks)
- major fixed-term exclusion (3 weeks or more)
- permanent exclusion (*with a right of appeal to the Senior Education Officer, Education Authority, Belfast Region*)

9 How a Parent Can Make a Complaint

If a parent has a child protection concern he/she can follow the guide below:



10 City of Belfast School of Music Contacts ***Head of School of Music (Acting)***

Name: **Miss Therese Mc Kinney**
Contact Number: **028 9078 4200**

Designated Teacher for Child Protection

Name: **Miss Therese Mc Kinney**
Contact Number: **028 9078 4200**

Deputy Designated Teacher for Child Protection

Name **Mrs Ruth Mc Coy**
Contact Number **028 9078 4200**

Chairperson of the Board of Management

Name **Mr John Unsworth**
Contact Number **028 9056 4000**

Education Authority, Belfast Region

Name: Pamela Woods. Chief Education Welfare Officer
Contact Number: 028 9056 4356

NSPCC Helpline 0800-3891701-www.nspcc.org.uk

11 Websites

- www.safeguardingni.org
- www.connectsafely.org
- www.thinkuknow.co.uk-from ceop
- www.staysafeonline.org-for parents/teachers/young people
- www.netsmartz.org-parents
- www.netsmartzkids.org--for teachers/ young people
- www.internetsafetyzone.com-forparents/young people
- www.spirito.health.ed.ac.uk
- www.rotherham.gov.uk
- www.ceop.gov.uk
- [_www.dhsspsni.gov.uk/child_protection](http://www.dhsspsni.gov.uk/child_protection)
- [www.nidirect.gov.uk/dealing with bullying](http://www.nidirect.gov.uk/dealing_with_bullying)

PSNI Child Abuse Investigation Units

The PSNI have the following specialist units, based within Public Protection Units (PPU), that will investigate all reports of institutional abuse.

Child Abuse Investigation

Unit (Public Protection Unit PPU)	Address	Phone number
Belfast PPU	<i>280 Antrim Road Belfast BT15 5AA</i>	101 (if you are a Tesco mobile or giffgaff user call 028 9065 0222)
Northern PPU	<i>26 Galgorm Road Ballymena BT43 5EY</i>	101 (if you are a Tesco mobile or giffgaff user call 028 9065 0222)
South Eastern PPU	<i>36-40 John Street Newtownards BT23 4LZ</i>	101 (if you are a Tesco mobile or giffgaff user call 028 9065 0222)
Southern PPU	<i>62 Church Walk Lurgan BT66 6HD</i>	101 (if you are a Tesco mobile or giffgaff user call 028 9065 0222)
Western PPU	<i>Strand Road unit 81A Strand Road Londonderry BT48 7AA Omagh unit 1 Derry Road Omagh BT78 5DR</i>	101 (if you are a Tesco mobile or giffgaff user call 028 9065 0222)

Police Service of Northern Ireland

Tel: 101 or 02890 650222

Public Protection Units (PPUs) consist of 4 teams

- Child Abuse Investigation Unit
- Domestic Abuse Unit
- Sex Offender Management Unit
- Missing and Vulnerable Person Unit

Each Child Abuse Investigation Unit is led by a Detective Sergeant.

To make contact: ring the Police Exchange and ask for the Child Abuse Investigation Unit in your area

Social Services Contacts – Gateway Teams

Belfast Health and Social Care Trust:

Gateway Team: 02890 507000

Care and Protection Team (18+) 02895 041744

All **Child Protection** referrals should be sent in writing on UNOCINI template **within 24 hours** of the telephone referral.

All **Child in Need** referrals should be sent in writing on UNOCINI template **within 48 hours** of the school decision to refer.

The UNOCINI referral should be marked ‘Confidential’ and addressed to the Senior Social Worker, Social Services Gateway Team, 110 Saintfield Road, Belfast, BT8 6HD

North Eastern Region

Gateway 0300 1234333

Southern Region

Gateway Team

Armagh / Dungannon Team 02887713506

Banbridge / Craigavon Team 02838343011

Newry / Mourne Team 02830825000

South Eastern Region

Gateway Team 0300 1000 300

Antrim/Carrickfergus/Newtownabbey Team-02893340165

Ballymena/Cookstown/Magherfelt Team-02879651020

Western Region

Gateway Team 02870 314090

Derry Team 02871314090

Omagh Team 02882835156

Enniskillen Team 02866344103

NEW REGIONAL CENTRALISED OUT OF HOURS SERVICE FOR NI

02890 95049999 (5pm – 8am Monday - Thursday, Friday 5pm – Monday 8am)

WOMEN’S AID GATEWAY TEAM

All referrals to social services Gateway with a domestic violence element are assessed by senior social workers.

Where assessed at levels 1 or 2, either a social worker or health visitor (where pre-school child in the family) seeks consent from someone with parental responsibility for referral on to women’s aid for support.

No parental consent at levels 1 and 2 means no onward referral.

