



In accordance with the Criminal Records Bureau code of practice for registered persons and other recipients of disclosure information, National Youth Jazz Collective (NYJC) will ensure the following practice.

Policy and Procedure for Protection of Children, Young People and Vulnerable Adults

1. Introduction

1.1 NYJC recognises the right of all children and young people to be protected from any situation or practice that results in their being physically or psychologically damaged. It is committed to ensuring a safe and supportive environment for children, young people and vulnerable adults attending its events and activities and expects all its Governors, employees, contractors and volunteers are committed to practices that aim to protect young people from harm. In particular:

- To establish and maintain an environment in which the welfare of the young person is paramount;
- to ensure that its policies and procedures protect young people from harm regardless of their gender ethnicity disability sexuality or beliefs; and
- to ensure that all concerns and allegations of abuse will be taken seriously and responded to appropriately

2. Aims of this policy

- To ensure the safety and security of participants on the NYJC projects;
- To create an environment which enables all students to achieve the maximum educational and personal benefit from their involvement;
- To ensure that staff involved are appropriately trained and fully understand child protection issues and procedures.

3. Designated Authority

3.1 The person with overall responsibility for child protection issues in NYJC is the **Founding Chief Executive and Artistic Director** who will nominate a senior member of

project management staff (the Project Manager) to take responsibility for dealing with child protection issues in connection with specific projects.

3.2 The Designated Deputy will be the General Manager when the Designated Authority is not available.

3.3 During the Summer School 2014 the Project Manager will be (Name – Contact Details)

3.4 If internal staff cannot be reached for any reason, staff and volunteers are advised to contact NSPCC helpline (0808 800 5000 – 24hour) for advice and guidance on how to proceed.

4. Responses to alleged or suspected abuse

4.1 All allegations or suspicions will be treated seriously and acted upon in accordance with the procedures outlined in this policy and its associated Code of Practice and associated advice to staff.

4.2 Staff who are approached by students with allegations of abuse will listen carefully and sympathetically but keep questioning to a minimum. They will explain that allegations cannot be kept secret and to whom the information will be conveyed.

4.3 Staff will report any allegations or suspicions only to the Designated Authority and otherwise maintain absolute confidentiality. In the absence of the Designated Authority, concerns should be addressed to the Project Manager.

4.4 The Designated Authority will be responsible for initiating appropriate action in response to concerns, taking care to refer to the Local Authority Designated Officer, Children's Services and, if necessary, the Police, rather than to investigate serious allegations of abuse.

4.5 A written record will be kept of any suspicion, allegation or incident causing concern which will detail the date, time, location, person reporting, person concerned, designated authority handling the concern and action taken. The records will be held in a secure location by the Designated Authority.

4.6 Any allegations involving potential abuse or harm by a member of NYJC staff, volunteer or contractor will be reported to the Local Authority Designated Officer.

4.7 NYJC will refer any child protection concerns to the statutory authorities, in particular Children's Services and, if necessary, the police.

5. Information for parents/carers

5.1 This policy will be made available to parents/carers

5.2 In the event of an allegation or incident causing concern, parents/carers will be:

- Contacted by telephone on the day of the incident (unless to do so would place a young person at further risk)
- Informed by letter of the nature of the incident and action taken in response
- Met by designated staff, if they wish to visit the venue in person

6. Recruitment and training of project staff

6.1 Staff and volunteers involved in NYJC projects will be subject to Disclosure and Barring Service checks where their duties will entail significant contact with children, young people and/or vulnerable adults. This check will be renewed every 2 years.

6.2 Staff and volunteers will be briefed on child protection issues and procedures, health and safety matters and the code of behaviour for students.

6.3 All staff and volunteers working with children and young people will receive a copy of this policy and its associated Code of Practice.

7. Health and Safety

7.1 In projects where NYJC is the lead organisation (eg the Summer School), participants will be given a copy of the relevant Health and Safety procedures on arrival. In activity that is hosted by a partner organisation (eg a regional hub), NYJC will require the partner to ensure that all participants are aware of relevant Health and Safety procedures.

7.2 On projects where NYJC is the Lead Organisation (eg the Summer School), contact information for students and details of any specific medical needs will be held in the appropriate office and distributed in summary to relevant staff. The project pastoral staff team will take responsibility for the administration of any medication, as requested by parents/carers as appropriate to the project. In activity that is hosted by a partner organisation (eg a regional hub), NYJC will require the partner to take responsibility of this aspect.

7.3 Trained first aiders will be present at all times during projects, including activities which take place outside the regular premises. Responsibility for the provision of these first aiders is taken by NYJC where it is the lead organisation (eg the Summer School) and by the host organisation (eg a regional hub).

8. Code of behaviour for students

8.1 All students are required to sign a Code of Behaviour (where appropriate eg the Summer School) outlining expected standards of conduct during the project. Where the students are under the age of 18, their parents are also expected to sign. In the regional hubs, students are expected to abide by any codes of behaviour put in place by that

partner, and they will be responsible for the communication and enforcement of those codes.

8.2 Serious breaches of the Code of Behaviour (e.g. violence, racial abuse, use of illegal substances) will result in immediate expulsion from the project.

9 Monitoring and dissemination of this policy

9.1 This policy will be reviewed on an annual basis by NYJC. The date of the most recent review is 7 August 2013.

9.2 The policy and Code of Practice will be distributed to all NYJC staff working on projects involving children, young people and/or vulnerable adults.

Signed by **Martin Joseph Kemp, Chairman**, on behalf of National Youth Jazz Collective:

_____ Date _____

Appendix 1

Code of Practice

1. Participation in NYJC projects should be a rewarding experience for both students and staff and, to this end, it is important for adults to recognise the particular responsibilities involved in working with young people. This Code of Practice is designed to ensure that staff are aware of those responsibilities and confident in dealing with participants.
2. All staff will receive a copy of the Child Protection Policy which they should read carefully in conjunction with the Code. They will also take part in a training session prior to the commencement of the project, which will include guidance on child protection issues, and Child Protection will be covered in the annual tutors' meeting.
3. Staff should ensure that they behave in a friendly but professional manner at all times and maintain the highest standards of personal conduct in their dealings with students. They should not appear to favour or show interest in one child more than another. Any comment on a student's performance on the course should be constructive and supportive. At no time should students be sworn at or otherwise verbally abused.
4. For their own protection, staff should be alert to situations and behaviours, which are open to misinterpretations. One to one contact with students out of sight of witnesses should be avoided where possible, as should use of or response to sexual innuendo.
5. Staff who are approached by a student with a complaint about their treatment by another member of staff or with concerns about inappropriate behaviour by staff or students should immediately report this to the designated authority with responsibility for child protection. Where allegations involve abuse, it is particularly important not to become involved in discussion or investigation but to make sure the details are cleared recorded and passed on to the responsible person. This procedure should be explained to the student.
6. Any allegations involving potential abuse or harm by a member of NYJC staff, volunteer or contractor will be reported to the Local Authority Designated Officer for investigation.
6. Outside the specified reporting procedures, strict confidence should apply to any suspicions or allegations raised by staff or students.
7. All staff should remind themselves of the Health and Safety policy and procedures and ensure not only their own compliance but that of the students under their supervision.
8. All staff will be given a copy of the Code of Behaviour, which all students will have signed. They should immediately report any breaches to the Project Manager.
9. Staff will be asked to provide the necessary personal details for the Disclosure and Barring Service checks to be undertaken to confirm their suitability to work with children. This will be a condition of their engagement on the project.

10. Any member of staff who is unsure of the correct procedure in terms of child protection or uncertain of how to deal with a situation during a project can seek advice and assistance from either the Designated Authority or the Project Manager.

Practice to be avoided

- Permit, accept, encourage or ignore abusive or discriminatory behaviour by another person or group of people;
- Trivialise the feelings, concerns, beliefs expressed by any participant or young person, which may include suspicion of abuse or discrimination;
- Allow allegations made by a participant to go unchallenged, unrecorded or not acted upon;
- Engage in over familiar or inappropriate behaviour towards or contact with or in front of a participant or young person (i.e., physical, verbal, sexual, horseplay; rowdy or boisterous play, even in fun). Or allow or encourage fellow employees to do same;
- Engage in sexual contact or relationship with any participant or young person, including verbal or gesture suggestion, even in fun;
- Show favouritism in any way / undermine in any way;
- Confide personal details to young people and be party to gossip about staff and NYJC participants, including criticism of either group;
- Reduce a participant to tears as a form of control.
- Promote a particular belief, religion or political standing;
- Call, text or exchange email addresses with an NYJC participant for personal purposes outside of NYJC business*;
- Give personal money to an NYJC participant;
- Invite any NYJC participant to the staff member's private address;
- Rely on the staff member's reputation or track record with NYJC as protection or guarantee of favourable treatment.

*if a young person and a tutor do wish to exchange contact details for legitimate reasons (recommending a local tutor, sending an example of music, etc.), contact details should be passed via the Founding Chief Executive Officer and Artistic Director. Where the young person is under the age of 18, the contact details should go via the parent/guardian.

Good Practice – one to one situations

- It is recognised that some NYJC teaching requires individual participant – tutor coaching sessions, but employees, contractors and volunteers are advised to avoid spending excessive amounts of time alone with a single participant away from others, and encouraged to work in an open environment avoiding private or secret situations;
- One to one meetings should take place in public or semi public areas, such as classrooms or common rooms; leave the door open and / or ensure another member of staff knows the meeting is taking place;
- Encourage and maintain a safe and appropriate physical distance from participants;
- If you need to take a young person in your car be sure that you are accompanied by another member of staff or the Designated Authority or Project Manager know what is happening;

- In a residential environment adults should not enter a young person's room or invite a young person into their room. If the need arises to enter a young person's room it should be done with the young person's permission;
- Outward displays of affection are only appropriate in the case of comforting a young person and should normally occur only when another adult is present.

Good practice – Physical contact

Physical contact with young people should be avoided. It is recognised that providing quality music education and instruction may require some physical contact (for instance demonstrating correct posture/stance). In these instances, the tutor should:

- Explain to the student that they are going to make physical contact and how;
- Get permission from the young person before making any physical contact;
- Ask another adult to be present.

Appendix 2

Advice to staff on the appropriate response to a child making an allegation of abuse

1. Stay calm.
2. Listen to what is said without displaying shock or disbelief. Do not ask direct questions
3. Allow the child to continue at his/her own pace.
4. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
5. Reassure that what has happened was not their fault.
6. Stress that it was the right thing to tell.
7. Tell the child that the matter will only be disclosed to those who need to know about it.
8. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
9. Reassure the child that they have done the right thing in telling you, but do not make promises (e.g. 'it will be all be OK')
10. Tell the child what you will do next, and with whom the information will be shared.
11. Record in writing what was said, using the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure the record is signed and dated
12. Report the incident immediately to the Designated Authority, Project Manager or Nominated Deputy. Do not discuss the allegations with any other members of staff or volunteers.
13. It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Authority in NYJC.

Appendix 3

Reporting Procedures for Designated Authority

1. Ask the person reporting the incident to make a written record, with time and date, place and note non-verbal behaviour. They should draw a diagram of any injuries.
Record facts and statements
2. Record the following details in the incident book – names of people involved, names of any witness, reason the incident took place, how the incident began and progressed, young person's behaviour, what was said, non verbal actions, young person's response, injury or damage.
3. The Designated Authority will not investigate, but will assess whether it is necessary to refer *Children's Schools and Family* client service. The Designated Authority will discuss the situation with the Chair of Governors.
4. The member of staff should not be informed of the allegation until action is agreed with the CSF services.
5. If a referral to CSF Services is not necessary, the Designated Authority will consider if there needs to be an internal investigation. Internal disciplinary action may follow the conclusion of such investigation.
6. In the event of an allegation or incident causing concern, parents/carers will be:
 - Contacted by telephone on the day of the incident (unless it would place a young person at further risk)
 - Informed by letter of the nature of the incident and action taken in response
 - Met by designated staff, if they wish to visit the venue in person
7. In some cases it is recognised that informing parents will not be appropriate (i.e. if they or family members are the subject of an allegation). NYJC will take guidance from the Children's Schools and Family client services in these cases.

Appendix 4

Code of behaviour for students

1. Residential projects

13 Golden Rules

We want the NYJC Summer School to be an enjoyable week, memorable for all the right reasons! We therefore ask you to abide by the following set of rules. Failure to stick to these rules may result in you receiving a strike and ultimately being removed from the project.

1.	Respect all other participants and staff .
2.	Respect the (venue) environment and property. Please help us keep the premise tidy by keeping your room tidy, clearing your things in the House kitchens and keeping the teaching rooms and community areas free of litter and mess (Check the state of the room before you leave it!)
3.	No smoking - The (venue) is a no smoking site.
4.	No alcohol, recreational or illegal drugs.
5.	No sexual activity.
6.	Do not place anything on any of the venue's pianos (other than the inevitable music and pencils!)
7.	Do not take food or drink (other than bottled water) into the teaching rooms or performance spaces.
8.	All project sessions are compulsory.
9.	All mobile phones should be switched off during NYJC sessions
10.	Do not photograph, video or record other participants during the course.
11.	Respect other people's property – please do not play other people's instruments without asking them 1 st .
12.	Do not leave the (venue's) site.
13.	Make sure you are in your boarding house by 10pm. Lights out at 11.00pm.

Behaviour

We require acceptable and reasonable levels of behaviour from all participants at all times. We are especially determined that there be no physical or verbal bullying* of participants by others taking part in the project and all staff will be required to bring any instances of such mistreatment to the attention of the Project Manager.

*Government guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

The five essential components of bullying:

- Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a 'good-natured' way is not bullying, but a person teasing another with the intention to deliberately upset them is bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Where incidents do occur we reserve the right to ask a participant to leave the project. Where this happens we will require that the young person in question is collected as at "Early Leaving of Projects" below. Please treat all participants and staff members with the respect they deserve.

Early Leaving of Projects

If you are involved in serious incidents of bad behaviour/rule breaking you will be asked to leave the project. Your parent/guardian will be contacted and asked to collect you as soon as possible.

If you are unwell or involved in an accident the Project Manager will contact your parent/guardian and ask them to collect you as soon as possible.

In both the above circumstances we would not allow you to leave the premises unaccompanied.

Out-of-Bounds Areas

Areas within the site which are out-of-bounds will be notified to you on the arrival day.

Accommodation

If you want to visit NYJC Summer School participants in another flat you may do so during your free time. If you are visiting another flat you will only be permitted in the communal spaces (common room). Visitors must not enter the accommodation area. If you are visiting in the evening, please note that you must return to your own boarding house by 10pm. You are encouraged to socialise in the Recreation Room (Drama Studio) in your spare time, rather than in the accommodation areas. Please note that members of the public are not permitted on site under any circumstances.

No male participants will be allowed in the female flat. No female participants will be allowed in the male flats.

Bedtime

You must be back in your boarding house at 10pm each evening. Lights out is at 11pm. House chaperones will ensure that you have returned by 10pm. If you have not returned to your house by 10pm the house chaperones will come and find you. Please don't make them do this!

In the case of an emergency during the night, one of your chaperones is wakeable. You will be given details of who you may wake in an emergency in the Summer School handbook and on arrival.

Attendance

Attendance is compulsory at all timetabled activity. If you are unable to attend because of illness please inform the member of staff on duty. Failure to attend these sessions without seeking prior permission from a member of staff will result in you receiving a strike.

Security

NYJC will not accept responsibility for loss or damage to belongings during the residential course.

Valuable Items

Please keep your money in a secure purse/wallet. We recommend that you carry money and valuable items with you during the project. In the case of mobile phones, remember that you will be asked to switch them off during sessions. There are no lockers available but you will be able to leave valuables in the staff office, which will be manned throughout the day and locked at night.

Smoking/Alcohol/Drugs

Smoking is not permitted anywhere in on the summer school site (including the grounds).

NYJC does not permit the use of alcohol. If you are found in possession of alcohol you may be asked to leave the project.

NYJC does not permit the use of illegal drugs. If you are caught in possession of illegal drugs NYJC will contact the police.

Sexual activity

NYJC does not permit young people to engage in any sexual activity or cohabiting.

2. Non-residential workshops

12 Golden Rules

1	Respect all other participants and staff.
2	Respect the (venue) environment and property. Please help us keep the premises tidy by keeping the teaching rooms and community areas free of litter and mess (check the state of the room before you leave it!).
3	(The venue) is a no smoking site.
4	No alcohol or illegal drugs.
5	No sexual activity.
6	Do not place anything on the pianos.
7	Do not take food or drink (other than bottled water) into the teaching rooms or performance spaces.
8	All project sessions are compulsory.
9	All mobile phones should be switched off during NYJC sessions.
10.	Do not photograph, video or record other participants during the course.
11	Respect other people's property – please do not play other people's instruments without asking them first.

Appendix 5

Definitions of Abuse

There are four types of child abuse. They are defined in the UK Government guidance *Working Together to Safeguard Children 2010* (1.33 – 1.36) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour

- running away from home.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Abuse

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.