

## Information on Safeguarding for members

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This is a fourteen page advisory document

### Introduction and background

The British Federation of Marching Band Organisations is a Federation of the fourteen national youth organisations that involve their young members in traditional and contemporary styles of marching band performance.

Over recent years, changes to the law have been introduced that have a direct impact on safeguarding for children and vulnerable adults. It is the policy of The British Federation of Marching Band Organisations to safeguard the welfare of all children and vulnerable adults from harm while participating in Marching Youth Band activities and to support and protect supervising or supporting adults. This briefing sheet is provided in respect of this policy.

All of the information given relates to law in England, Northern Ireland and Wales, and is provided with the proviso that each situation is different, therefore the information we offer is for guidance only and should not be seen as a definitive legal or child protection advice.

### Throughout this document, the following definitions are used:

A **CHILD** is defined in law as being a person under the age of 18.

A **VULNERABLE ADULT** is defined as being a person who is aged 18 years or older and:

- is living in residential accommodation, such as a care home or a residential special school
- is living in sheltered housing
- is receiving domiciliary care in his or her own home
- is receiving any form of health care
- is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999
- is in contact with probation service
- is receiving a welfare service of a description to be prescribed in regulations
- is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care (age-related needs includes needs associated with frailty, illness, disability or mental capacity;
- is receiving direct payments from a local authority/HSS body in lieu of social care services
- requires assistance in the conduct of his or her own affairs

## What does the law mean in terms of Marching Band activities?

The **Protection of Children Act 1999** put the **Criminal Records Bureau (CRB)** in place in Liverpool. This body stores criminal records, spent and unspent and processes “disclosures” or “checks”.

A CRB disclosure provides a full picture of a person’s criminal history and allows employers to make informed decisions as to whether that person is suitable for a particular role or position - paid or unpaid. It is very important to note that the law makes no distinction whatsoever between a volunteer and a member of paid staff.

Some of the activities carried out by personnel in Marching Bands may require a disclosure. They all require a safety audit to ensure the safest practices are being used. It is the policy of the British Federation of Marching Band Organisations to recommend auditing all jobs at your Marching Band and to obtain disclosures where required.

There are 2 types of disclosure - enhanced and standard. Anyone working with children or members of vulnerable groups who requires a disclosure needs **enhanced**. Standard is not appropriate.

### ***What does enhanced mean?***

It means that, in addition to looking on the computer to find out whether there are any convictions, spent or unspent, any cautions or bound-over orders, a check is also carried out on whether there are any other types of information on file about someone. This might be complaints or disciplinary proceedings from work in respect of any relevant matter. It might be health problems that could affect the ability of someone to work with children or vulnerable adults - and more.

Police are charged with gathering this type of information and passing this on to the **Independent Safeguarding Authority (ISA)**, who began work in 2009. This independent organisation implements the “Vetting and Barring Scheme” and has taken over responsibility in deciding which individuals should be barred from working with children and vulnerable adults, based on the information they receive.

At the time of writing, the ISA’s role is under discussion and, in due course, there will be more information on this which we will pass on via an update of this information sheet. However, for the present, enhanced disclosures are needed for the types of work (volunteering) noted below and will be processed by CRB in the usual way.

### ***When is a disclosure needed?***

The law says that there are certain categories of work where enhanced disclosures must be obtained. Those disclosures must be updated regularly and it is up to the person employing someone (or using them as a volunteer) to decide how regularly that should be.

That decision on timing is a **risk assessment** which could be tested in a court of law if there is a problem which leads to a court case.

For those working in Marching Youth Bands, it is important to do a **safety audit** of all your jobs to see whether a person is doing something (paid or voluntary) where an enhanced disclosure is required. It is likely that all leaders, instructors and regular supporters (see below) will need an enhanced disclosure

It may be that someone has lots of different jobs when working with Marching Youth Bands. Some of those jobs may require a disclosure, some may not. It is important to let people know exactly which jobs require a disclosure, so they are absolutely clear on the responsibility they hold when they are doing those jobs.

**An enhanced disclosure is needed for any one who has contact with children or vulnerable adults on a frequent or intensive basis - that is once a week or more (frequent) or on 4 days or more within a month (intensive).**

*This is because a child, or vulnerable adult, will see someone in authority who works with them regularly, as a friend; even as a protector. There is every chance that a child/VA will begin to trust that person and will talk to him/her about private matters if s/he is in distress.*

*For his/her part, the adult will get to know the child/VA and will be in a position to notice changes in behaviour that could indicate that there is something to worry about, or possibly report.*

*In addition to this, if and when the child/VA meets that adult outside the organisation, it is entirely possible that s/he would agree to meet up, or take part in another activity, because s/he thought that adult was completely safe and secure.*

*This feeling of security and relationship is brought about because of the position that person was given by a Marching Band.*

*Thus it is vital, for the safety of children and VAs, and for the safety of the adult who is put into that position, both to undertake an enhanced disclosure and to realise how responsible his position is.*

**Anyone who is dealing with children or vulnerable adults overnight or in sensitive situations like supervising changing areas, should be supported by a Relationship of Trust document, to protect both those they are supervising and themselves.**

**An enhanced disclosure is needed for anyone who is training, supervising, providing any advice relating to physical, emotional or educational well-being or regularly transporting individuals.**

*The position of being a leader or an instructor is a privileged one. A relationship of trust occurs where a leader or instructor (even if s/he is a volunteer) is in a position of power or influence over a band member by virtue of the work or nature of the activity being undertaken.*

*Staff and volunteers should ensure that their relationships with children are appropriate and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanor and language all require care and thought and Marching Youth Bands should follow the procedures suggested for them by their parent organisation, or if not applicable, the procedures suggested in this document and, where appropriate, use the **Relationship of Trust document provided**.*

*There are added hazards nowadays in the number of ways in which contact can be made. Mobile 'phone texts and emails are hard to fabricate from nothing, but messages sent in that way can be altered very easily. **The recommendations on this are included in the Relationship of Trust document.***

**There are also recommendations** regarding being a friend on Facebook, BeBo, Twitter, MySpace, etc . . . and all should be clear on the dangers of being the conduit in passing on email addresses to other people - even other children.

**It is the policy of The British Federation of Marching Band Organisations to recommend that new disclosures are always sought; it does not support the process of “porting” of CRB disclosures from one job or voluntary post to another.**

This means that, if a disclosure is needed for work with a Marching Youth Band, you should get a new one.

Lengthy methods for “porting” CRBs are shown on the CRB website. However, it is important to note that the CRB itself does not endorse “porting” certificates and makes it clear that organisations do it at their own risk.

### **Portability**

**Please note: The CRB no longer facilitates portability, organisations that choose to accept a previously issued Disclosure do so at their own risk.**

*from CRB website*

There are 2 copies of every disclosure certificate (or check); the individual’s copy and the registered body’s copy. There may be extra information on the latter and you cannot know that unless you insist on a new disclosure through a registered or umbrella body.

In addition to this, registered and umbrella bodies must destroy their copies after 6 months and, thus, important extra information should no longer be available after that date. If it is available it is being kept in error and most certainly should not be relied upon.

For these reasons, The British Federation of Marching Band Organisations’ policy is for members to undertake a new enhanced disclosure wherever one is necessary.

## **Writing a Safeguarding Policy for your Marching Band**

***The completed policy should be sent to all parents, guardians and carers, ideally when a new member joins, perhaps as part of their ‘welcome pack’.***

*It’s important that the reader knows exactly who this policy relates to:*

**Name and address of Band, including website and logo:**

**Names and contact details of Principal Leaders:**

*Then it is important to be clear about the date of the Policy as it needs to be regularly reviewed*

**Date:**

**Reviewed annually**

*You should be clear about your overall ethos. There should be a preliminary statement which is really addressed to parents, guardians, carers, local authorities, funders - anyone who has an interest in the work of the Band. This is your first main heading.*

### **PRELIMINARY STATEMENT:**

**EXAMPLE:** The safety of children and members of other vulnerable groups is paramount and all, without exception, have the right to protection from abuse. All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately and all our Marching Band’s trustees, staff and volunteers know that they have a responsibility to report concerns.

*Your next main heading makes it clear who this policy applies to and that it is the responsibility of parents/guardians/carers to let you know if there are special requirements. NB: This suggested policy statement says you will actively seek to meet needs, not that you will necessarily be able to do it.*

**TO WHOM DOES THIS POLICY APPLY?**

*EXAMPLE:* This policy applies to children under the age of 18 years and members of vulnerable groups of any age who are identified to our Marching Youth Band personnel named above. In recognising the needs of children and vulnerable adults from all ethnic groups and those who are disabled, the band actively seeks to meet needs notified by parents, guardians or carers.

*Your next main heading is about where you rehearse, where you play; who are your personnel and how they are trained/kept up to date.*

**ENVIRONMENT:**

*EXAMPLE:* The Hartleford Marching Youth Band rehearses in the Hartleford Town Hall on Tuesdays from 6-8 pm. It is run by volunteers who have registered the band as a charity. The band performs regularly and people are transported by bus or private car . . . etc, etc. It is our policy to ensure that all the helpers who are in charge of rehearsals, training sessions or transporting individual children or vulnerable adults are disclosed to enhanced level through the CRB and that they regularly receive short training sessions from our identified Safeguarding ‘officer’ or by experienced persons that we will ask to lead such sessions. Parents and friends are invited to take part in all events and, when they are working with children or vulnerable adults, they are supervised by helpers from the band. *Etc, etc, etc, according to your safety audit and what you actually do.*

**PERFORMANCE and CHANGING AREAS:**

*Set down here how they are supervised and who is allowed into rehearsal rooms / changing rooms etc, etc. Just writing this will help you audit your procedures and think about how secure they, and you, are.*

*Now you need state your policy on how you will run your organisation and deal with problems. Rather than set all this out, it is far easier to simply set down the main part of your procedures document and offer copies of this, should parents require to see them or put it on the website - cultivate transparency!*

**PROCEDURES:**

All those who work with our Marching Youth Band will respect the rights and feelings of children and vulnerable adults. We will ensure that our helpers take all reasonably practicable steps to protect them and to promote their welfare within a relationship of trust. We will adhere to the set of procedures which underpin these aims and will make this available to all parents, guardians or carers on request. It also appears on our website.

**PHOTOGRAPHY / VIDEO etc:**

*Set down here how you gain permissions for photos/videos, etc, who will take them (if you have your own photographer, s/he will need an enhanced CRB disclosure and you will need procedures on how photos are stored and whose property they are). You will also need to say where images will be shown, how long they will be kept and whether they will be available for public sale.*

**THE LEGISLATION THAT GUIDES THIS POLICY:**

The Rehabilitation of Offenders Act 1974; The Children Act 1989; The Police Act 1997; The Data Protection Act 1998; The Protection of Children Act 1999; The Criminal Justice and Court Services Act 2000; The Children Act 2004; The Protection of Vulnerable Groups Act 2006.

**POLICY REVIEW:**

State how regularly you will review this policy.

*Eg. This policy will be reviewed annually and its review minuted.*

## **Procedures recommended by The British Federation of Youth Marching Band Organisations**

**All Marching Youth Bands should:**

- Respect the rights and feelings of children and vulnerable adults
- Take all reasonable practicable steps to protect them from abuse
- Promote their welfare within a relationship of trust
- Undertake recommended safety checks and ensure that at least one member of the band receives training appropriate to requirements

**Those training or working with children or vulnerable adults should always provide the example of good conduct that they would wish others to follow and should achieve this by treating all children and vulnerable adults with respect. In doing so, and to avoid repetition in these documents, the guidelines listed in the accompanying Relationship of Trust document (see below) are advised and recommended.**

## **Information on how to deal with allegations of abuse**

**If you suspect a child or vulnerable adult is being abused physically, sexually or emotionally**

- Keep calm. Do not be shocked. Try to act normally
- Do not investigate – do not question
- Do not challenge parents/carers about your concerns
- Advise the your event leader, or designated person with this responsibility, of your concerns
- Record all details which support your suspicions. Sign, date and keep these safely in a sealed envelope.
- This information must then be passed on to the event leader/designated person, who must then decide what action, if any, should be taken.

If a child, young person or vulnerable adult talks to you about abuse by someone else.

- Listen carefully to what they have to say, accepting what is said,
- Do not ask any leading questions or offer any personal opinions.
- Do not appear shocked at anything you might see or hear

- Do not stop a child who is recalling significant events
- Listen, but do not press for information
- Say you are glad the child told you and reassure them that they are not to blame
- Ask if they have told anyone else and explain that you may need to talk to someone else and can not keep it a secret.
- Offer immediate support, understanding and reassurance,
- Record all details. ( be careful to provide facts not opinion)

#### Information to include

- When and where it happened
- Who was present
- What the child said
- If possible keep notes of what happened up to the time when the child disclosed
- Remember that all notes and anything you have been told is confidential
- Sign, date and keep these in a safe place in a sealed envelope.
- Tell the event leader of your concerns
- If, after discussion with the event leader, you both agree that the situation merits immediate action then contact either the police or social services.
- This information must then be passed on to the event leader/designated person who will then decide what action should be taken.

You must refer. You must not investigate.

#### **Procedure for reporting suspected abuse by an adult.**

This is a sensitive issue, but at all times the protection of the person child or vulnerable adult must be paramount.

If a colleague suspects another of abuse, it must be reported immediately to the nominated child protection officer designated person or to the deputy.

The designated person or the deputy should immediately ensure:-

- that the person who raised the concern makes a written record of what he/she has witnessed/seen and/or told as soon as possible. It is important that this report is factually accurate. This report must then be signed and dated by the originator and designated person and retained in a safe and secure place.
- that the person suspected of abuse is at all times accompanied when in contact with any child or young person.
- that social services are asked for advice and that this is followed. If they, or subsequently the police, advise it is appropriate to inform the person that an allegation has been made against them, the person should be told this and suspended from further work with children and young people until advised otherwise by the authorities. If you are unsure it is always best to ask for advice.
- advice is sought from social services regarding any information disclosed confidentially to other colleagues, All suspicions must be dealt with in the strictest confidence. If subsequent concerns are raised then you must treat this as a new incident and carry out the procedure as set out in this policy.

Any investigation should be made by the authorities so that any subsequent action is not compromised.

When new volunteers or paid staff are engaged to work in association with events that involve young people and vulnerable adults, then an application form with identifying references, must be completed and written references sought. This will involve a CRB application. If there is, as is possible, a period when volunteers join in before full checks are made, it is very important that they are briefed on this policy and that leaders should take particular care regarding any direct work with the children or young people.

Those involved in working with children, young people and vulnerable adults must take the responsibility of familiarising themselves with updated current youth/child protection regulations.

### **Disclaimer**

Reasonable precautions have been taken to ensure the information in this document is accurate. However, it is not intended to be legally comprehensive; it is designed to provide guidance in good faith at the stated date but without accepting liability. We therefore recommend that you take appropriate professional advice before taking action on any of the matters covered herein.

You may also find it useful to refer to these FAQ sites:

[http://www.crb.homeoffice.gov.uk/faqs/vetting\\_and\\_barring\\_scheme.aspx](http://www.crb.homeoffice.gov.uk/faqs/vetting_and_barring_scheme.aspx)

<http://www.isa-gov.org.uk/default.aspx?page=4>

## **(BAND'S NAME AND LOGO)**

### **Relationships of Trust**

**TO:** (Name who it is directed to - eg, to all leaders, instructors, support staff and other volunteers)  
**STATUS:** **This paper forms part of your contract or agreement to work, paid or unpaid, short or long term with our organisation**

Your attention is drawn to the position of trust you hold when interacting with members of vulnerable groups including children during your duties for our organisation. We expect this responsibility to be at the forefront of the minds of all our staff and volunteers throughout their work, to ensure that these positions of trust are never abused.

We also remind you that the law deals more severely with offences by those who are in a position of authority.

A relationship of trust occurs where a

Leader or instructor, even if s/he is a volunteer, is in a position of power or influence over a child or young person by virtue of the work or nature of the activity being undertaken.

#### **We expect all adults involved in working with our band to:**

- Respect the rights and feelings of children and vulnerable adults
- Take all reasonable practicable steps to them from abuse
- Promote their welfare within a relationship of trust

Staff and volunteers should ensure that their relationships with members of vulnerable groups, including children, are appropriate and take care that no part of conduct gives rise to comment or speculation. Attitudes, demeanor and language all require care and thought.

There are added hazards nowadays in the number of ways in which contact can be made. Mobile 'phone texts and emails are hard to fabricate from nothing, but messages sent in that way can be altered very easily.

*Here, decisions must be made – guidelines given – regarding being a friend on Facebook, BeBo, Twitter, MySpace, etc . . . will you allow people to include children they meet via your band to become their friends on these social networking sites, or will you make it a matter of contract that do not take away, or agree to accept, children's personal information - in other words, that they correspond only through the main website of your band or other agreed process?*

**SUGGESTION:**

This document forms part of your contract for the paid / unpaid work you are undertaking with us from ..... to ..... and, as part of that contract, we require you to agree not to take email addresses or mobile telephone numbers from members of vulnerable groups, including children, but to make contact only through our facebook and twitter pages, or via our the designated leaders, and not by telephone call or text or any other social networking site. This is also a protection for you.

**BEHAVIOURAL**

- Never allow ridiculing, taunting or any form of bullying
- Create an environment where children and vulnerable adults to feel able to point out attitudes or behaviour that make them uncomfortable
- Challenge behaviour that is deemed to be unacceptable
- Respect rights to personal privacy wherever possible and appropriate

**VERBAL**

- Make it clear that appropriate language is expected both by using it and by refusing to accept inappropriate language
- Use first names, unless a nickname is universally used, including by the person him/herself
- Make particular note of what might make a vulnerable person/child feel uncomfortable, even when said in fun; like any type of comment about size, weight, height, ethnic origin
- Never make or allow suggestive or sarcastic comments
- Avoid showing favouritism
- Be aware of strong religious or political beliefs within the group your work with and treat them with respect, never pressing forward personal opinions

**PHYSICAL**

- Ensure that, whenever possible, there is more than one adult present during activities, or at least within sight or hearing
- Remember that others might misinterpret actions, no matter how well intentioned
- Be aware that any physical contact can very easily be misinterpreted
- Always explain teaching methods thoroughly to a whole group and only ever use physical contact when working with a group rather than individuals

**PASTORAL**

- Be available as a listening ear
- Know when to refer to appropriate help
- Avoid jumping to conclusions
- Take care to react appropriately to the age and distress of the person

## **SUPERVISORY:**

- Give guidance and support to inexperienced helpers
- Avoid spending time alone with children, away from others
- Never offer lifts to individuals unless it has been agreed by the team and parents
- When in charge of an activity, organise plans in such a way that children or vulnerable adults are not left unsupervised at any venue, indoors or out
- Set in place procedures which make it clear at all times where children are and what they are doing throughout the range of activities
- Never take members of vulnerable groups including children to any place which is not a designated part of an event
- Never use equipment which is potentially dangerous until a safety policy has been written and checked by the trustees of the organisation
- Use good ratios of supervision: 1 adult to 5 children under 10 years; 1 to 8 under 14 years and 1 to 10 under 18 years
- Wherever possible, and certainly for overnight or during close supervisory activities, ensure that teams are regularly interchanged, so that the same people do not work together regularly
- Overnight activity should always be supervised by more than one adult

From time to time people working with members of vulnerable groups, including children, may encounter people who display attention-seeking behaviour or say they are attracted to them. If this happens to you, you must:

- deal with situations sensitively in a way that cannot be misinterpreted
- wherever possible try not to get into any discussion on the topic when you are alone
- always ensure that your direct contact in our organisation is made aware of the situation right away and check with him/her on how you will handle it

Be aware that the **Sexual Offences Act 2003** sets out an offence of abuse of a position of trust [http://www.teachernet.gov.uk/\\_doc/6674/care-workers.pdf](http://www.teachernet.gov.uk/_doc/6674/care-workers.pdf)

The offences for those working in positions of trust cover the same kinds of behaviour as those which apply to the general public – except that the offences for teachers, and some trainers, apply where the young person is **under 18, instead of under 16**.

## **OUTSIDE THE WORK YOU DO WITH OUR ORGANISATION:**

- Do not make private arrangements to meet children or vulnerable adults
- Keep in touch on facebook etc only via our band's facebook site, not privately
- Do not send texts or emails to the private numbers/emails of children or vulnerable adults without copying in your designated leader, no matter what the circumstances

## **REPORTING:**

- Report all allegations or suspicions of abuse
- Never assuming someone else is doing it

## **WHILST**

- Avoiding jumping to conclusions without stopping to think, carefully review and take advice if necessary

## **BUT ALWAYS**

- Avoiding taking a chance when common sense, policy or practice suggests another more prudent approach

In all these matters, do not rely on your good name, or that of our band, to protect you or believe 'it could never happen to me', nor think that voluntary, or long-standing status, will make any difference whatsoever to the way in which our band will ensure Relationships of Trust are both supported and monitored.

**DECLARATION:**

*I have read this document carefully and agree to work within its guidelines during my time with (name of band ), from ..... (date) to ..... (date - may be unspecified) and I understand it forms part of my contract or agreement to work with (name of organisation). I have read Appendix A and Appendix B.*

*Signed ..... Date .....*

*Name in capitals .....*

*Contact email ..... Mobile number .....*

*(Please see Appendices A and B on following pages)*

**APPENDIX A**

Please be aware of the following definitions and how wide some categories are.

A **CHILD** is defined in law as being a person under the age of 18.

A **VULNERABLE ADULT** is defined as being a person who is aged 18 years or older and:

- is living in residential accommodation, such as a care home or a residential special school;
- is living in sheltered housing;
- is receiving domiciliary care in his or her own home;
- is receiving any form of health care;
- is detained in a prison, remand centre, young offender institution, secure training centre or attendance centre or under the powers of the Immigration and Asylum Act 1999;
- is in contact with probation services;
- is receiving a welfare service of a description to be prescribed in regulations;
- is receiving a service or participating in an activity which is specifically targeted at people with age-related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care (age-related needs includes needs associated with frailty, illness, disability or mental capacity);
- is receiving direct payments from a local authority/HSS body in lieu of social care services;
- requires assistance in the conduct of his or her own affairs.

## APPENDIX B

### DEFINITIONS

**These definitions are summaries of information from the NSPCC which were brought together from different sources in order to support trainers.**

**Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm.** It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child regardless of their age, gender, race or ability. Abusers can be adults (male or female) and other young people, and are usually known to and trusted by the child and family.

There are four main types of child abuse: **physical abuse**, **sexual abuse**, **emotional abuse** and **neglect**. The abuser may be a family member, or they may be someone the child encounters in a residential setting or in the community, including during sports and leisure activities. *An individual may abuse or neglect a child directly, or may be responsible for abuse because they fail to prevent another person harming that child.*

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, dangerous driving 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. Examples of physical abuse may be when a child is forced into training or competition that exceeds his/her capacity.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Training techniques which involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. The power of trainers over young performers, if misused, may also lead to abusive situations developing.

**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 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, 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.

Examples of emotional abuse in training situations can include subjecting children to constant criticism, name-calling, and sarcasm or bullying. Putting them under consistent pressure to perform to unrealistically high standards is also a form of emotional abuse.

**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 failing to provide adequate food, clothing and shelter or to protect a child from physical and emotional harm or danger. Failure to ensure adequate supervision or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples of neglect in training situations could include: not ensuring children are safe; exposing them to undue cold or heat, or to unnecessary risk of injury.

## Abuse of children and young people with a disability

Some children and young people with a disability are mentally or physically more vulnerable than others, which could make it easier for abusers to exploit them. They may also find it more difficult to recognise and report abuse, and to be believed.

For example, if their disability means that they have limited life experiences and so have not developed the social skills needed to work out what the behaviour and attitudes of others mean. This could make them less able to understand what is appropriate behaviour. They may have been encouraged to comply with other people's wishes and not to question authority figures, or be afraid to challenge potentially abusive situations because of fear of the consequences.

It is often easier to be compliant and pleasing rather than risk angering an authority figure and getting into trouble and they may not be able to report abuse either because they don't know how, or don't have the appropriate language to use. They may not be able to recognise that abuse has taken place or feel powerless because they have to depend on others for personal support. They may not be able to physically remove themselves from abusive situations. They may not be believed because their authority figures cannot accept that anyone would abuse a disabled child. They may not have anybody they can trust and confide in; may feel guilt or shame about the abuse which prevents them from reporting it. They may have low self-esteem and a poor self image. They may not have a sense of ownership of their own bodies because they are so used to being examined physically by others as part of their medical and physical care.

**Financial abuse** - deliberate misuse and exploitation of a disabled child's money or possessions.

**Racism** - Although racism causes significant harm it is not, in itself, a category of abuse. All organisations working with children, including those operating where black and minority ethnic communities are numerically small, should address institutional racism, defined in the MacPherson Inquiry Report on Stephen Lawrence as *'the collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion'*.

It is important that trainers are sensitive to differing family patterns and lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups. **At the same time they must be clear that child abuse cannot be condoned for religious or cultural reasons.**

Trainers should guard against myths and stereotypes - both positive and negative. Anxiety about being accused of racist practice should not prevent the necessary action being taken to safeguard and promote a child's welfare. All children, whatever their religious or cultural background, must receive the same care and safeguards with regard to abuse and neglect.

**Bullying** can be psychological, verbal, or physical in nature. It involves an imbalance of power in which the powerful attack the powerless, and occurs over time rather than being a single act.

*Examples of bullying behaviour include:*

- called names, insulted or verbally abused
- deliberately embarrassed and humiliated by other children

made to feel different or like an outsider  
lied about  
physically assaulted or threatened with violence  
ignored

*Trainers must always avoid:*

yelling or shouting in order to intimidate  
insulting a child or his/her family  
being sarcastic about or criticising a child's interests, opinions or beliefs  
humiliating a child  
withholding approval, appreciation, or conversation  
laughing or making fun of a child inappropriately  
accusing a child of not trying hard enough  
accusing a child of purposely doing something to annoy  
blaming a child for his/her own failures

**END OF DOCUMENT**