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# 1. Hallé Safeguarding Policy: Quick Reference Summary

*To be produced as a separate document for ease of reference.*

***This quick reference document summarises but does not replace the Hallé's Safeguarding Policy: all staff and volunteers are required to familiarise themselves with this policy in full.***

For the purposes of this document, the word 'Hallé' refers to all aspects of the Hallé Concerts Society.

The Hallé aims to create and maintain a safe environment where all children and adults feel safe, secure and valued, and know they will be listened to and taken seriously. All children and young people will know that there are adults whom they can approach to share any concerns and that they will be treated with respect. All adults will know the Hallé's expectations of conduct and behaviour, and that there are procedures in place to manage any allegations which may be made against them.

Any staff or volunteer role which brings the person into regular contact with children and young people as specified by the Disclosure and Barring Service (DBS) criteria, will require a satisfactory DBS check before work can commence.

## **Underpinning principles**

1. The welfare of the child is paramount.
2. It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed (in a paid or volunteer capacity) to work with children and young people on behalf of the Hallé.
3. Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
4. Adults should work and be seen to work in an open and transparent way.
5. The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

## **If you have concerns about a child, all staff and volunteers must:**

1. Reassure the child that they are right to report it, if this is the source of the information. Be sensitive to the fact that children with disabilities or special needs may require additional support to express what they want to say.  
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2. Be clear that while you will act sensitively, you cannot promise to keep secrets, and you will need to make a report if there is any possibility that a child is at risk.  
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3. Do not speak to anyone else about the concern.  
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4. If necessary, phone 999. However in most cases, simply make sure any children in your care are safeguarded by other members of staff / volunteers to give you a moment alone in private.  
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5. Immediately make a written record of the information, including the time, date and place of the alleged incident, persons present, and what was said (using the child / adult's own words). Sign and date the record.  
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6. Immediately then speak to the Designated Member of Staff, Naomi Benn (tel. 0787 668 7758), or Steve Pickett (tel. 07920 422 742) in her absence. Pass on the written record to them. Naomi or Steve will decide whether to refer the matter onto the relevant authorities. Where the Designated Member of Staff is the subject of an allegation, it should be reported to the Chief Executive (tel. 07947 799810).  
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7. Leave the concern with the Designated Member of Staff or her representative to discuss with the relevant authorities.  
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8. Complete any actions as agreed with the Designated Member of Staff or her representative.  
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9. Return to normal duties without mentioning the concern to anyone else.

***Full details are in the Hallé's Safeguarding Policy, and all staff and volunteers are required to familiarise themselves with this policy.***

## **1. Introduction**

- 1.1 This policy has been developed to ensure that all adults at the Hallé Concerts Society are working together to safeguard and promote the welfare of children and young people. For the purposes of this document, the word 'Hallé' refers to all aspects of the Hallé Concerts Society.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe environment for all our children, young people, staff and volunteers. It identifies any actions that should be taken to redress any concerns about child welfare.
- 1.3 The Hallé comes into contact with children and young people through a variety of activities, including:
  - Hallé Education projects held in schools, colleges and other educational settings as well as the Bridgewater Hall and Hallé St Peter's;
  - The 'family' of Hallé Youth Ensembles, including the Hallé Youth Orchestra, Hallé Youth Choir, Hallé Youth Training Choir and Hallé Children's Choir, and outreach activities of the above;
  - Work experience placements, for example in the administration office; and
  - The use of Hallé St Peter's as a creative learning resource for children and young people.
- 1.4 This policy replaces the former Child Protection Policy. It incorporates the Code of Practice for Working with Children and Young People, which outlines our expectations for the behaviour of staff and volunteers, and is attached as Appendix 1. As the work of the Hallé does not meet the current legal definition of working with 'vulnerable adults', the focus of this document is solely the welfare of children and young people. It was ratified by the Hallé Board on 12<sup>th</sup> December 2013. It was updated in November 2015.

## **2. Ethos**

- 2.1 The Hallé aims to create and maintain a safe environment where all children and adults feel safe, secure and valued, and know they will be listened to and taken seriously. All children and young people will know that there are adults whom they can approach to share any concerns and that they will be treated with respect. All adults will know the Hallé's expectations of conduct and behaviour, and that there are procedures in place to manage any allegations which may be made against them.
- 2.2 In accordance with national guidance set out in 'Working Together to Safeguard Children 2013', and local guidance issued by the Manchester Safeguarding Children Board, the Hallé will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

### 2.3 Underpinning principles:

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed (in a paid or volunteer capacity) to work with children and young people on behalf of the Hallé.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

## 3. **Roles and Responsibilities**

### 3.1 The Board will ensure that:

- A Designated Member of the Board will be appointed and receive appropriate training. The Designated Member will liaise with the Designated Member of Staff and will provide the Board with appropriate information about Safeguarding, including any instances (in general terms) which could present a cause for concern.
- There is a member of the Senior Management Team who is designated to take lead responsibility for Safeguarding.
- The Safeguarding Policy is regularly reviewed and updated to comply with national guidance and law.
- The Hallé operates safe recruitment and selection practices including the appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers, and these are in line with Manchester Safeguarding Children Board guidance.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is updated every three years.

### 3.2 The Chief Executive will ensure that:

- The policies and procedures adopted by the Board are fully implemented and followed by all staff and volunteers.
- Safe recruitment and selection of staff and volunteers is practiced, in accordance with the Hallé's Recruitment Policy (attached as Appendix 2).
- A Designated Member of Staff for safeguarding is appointed and receives appropriate ongoing training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Member of Staff to discharge their responsibilities.

- All staff and volunteers receive appropriate training which is updated every three years.
- All staff and volunteers, including temporary staff, are made aware of the Hallé's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of children and young people, and such concerns will be addressed sensitively and effectively.
- Parents / carers are aware of and have an understanding of the Hallé's responsibilities to promote the safety and welfare of the children we work with by making its obligations clear in Ensembles membership packs, parents' meetings, and the Partnership Guidelines issued to schools and other educational settings for Education projects (see Appendix 3).

### 3.3 The Designated Member of Staff will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend updated training every two years.
- Provide relevant information to the authorities on how the Hallé carries out its safeguarding duties.
- Provide support and training for staff and volunteers.
- Ensure that the Hallé's actions are in line with the Manchester Safeguarding Children Board guidelines.
- Support staff to make effective referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Manage and keep secure the Hallé's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the Hallé's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Chief Executive and Designated Board Member about any safeguarding issues or potential causes of concern.
- Ensure that the Safeguarding policy is regularly reviewed and updated.
- Keep up to date with changes in local and national policy and guidance.

#### **4. Safeguarding Lead**

- 4.1 Jo Wiggans is the Designated Member of the Hallé Board with responsibility for safeguarding and promoting the welfare of children and young people.
- 4.2 Naomi Benn, Head of Ensembles, is the Designated Member of Staff with responsibility for safeguarding and promoting the welfare of children and young people. In her absence, Steve Pickett, Education Director, assumes this responsibility.

#### **5. Recruitment and Disclosure and Barring Service Certificates**

- 5.1 Safe recruitment and selection of staff and volunteers is practiced in accordance with the Hallé's Recruitment Policy, attached as Appendix 2.
- 5.2 Any staff or volunteer role which brings the person into regular contact with children and young people as specified by the Disclosure and Barring Service (DBS) criteria, will require a satisfactory DBS check before work can commence. It is worth noting that occasional contact with children and young people does not require a DBS check. The umbrella body for processing all Hallé DBS checks is Salford City Council Safe Employment Team. Further details about the criteria and process for completing DBS checks are attached as Appendix 4.
- 5.3 Any staff or volunteers who work regularly with children and young people may choose to have their DBS Certificate kept up to date by the new national Update Service for an annual fee. This Service is of particular relevance for Ensembles and Education administrative staff, and any players who regularly work with children and young people through, for example, teaching or Hallé Education projects. In these cases the Hallé will support the initial certificate completion cost (as for any staff / volunteer), and thereafter contribute half of the annual update fee. If these individuals choose not to keep their certificate up to date in this way, the Hallé will renew DBS checks every three years at its own expense.

#### **6. Training**

- 6.1 There will be different levels of training and frequency required for Hallé staff and volunteers.
- Advanced training (provided through the MSCB):  
For the Designated Members of the Board and Staff with responsibility for Safeguarding, and any staff with responsibility for supervising the pastoral care of children or vulnerable adults, such as Ensembles administrative staff. This training will be updated at least every two years.
  - Intermediate training (provided through the MSCB e-learning course):  
For any staff or volunteers involved in pastoral care responsibilities, or with regular involvement with children or vulnerable adults, for example, staff attending Youth Ensembles residential courses. This training will be updated at least every three years.

- Basic training (provided in-house or externally as required):  
Whole Administration and Orchestra. This training will be updated at least every three years.
- Induction (provided in-house):  
For any new member of staff or volunteer.

## **7. Expected Conduct: Guidance**

7.1 The Hallé accepts that it has a responsibility to set personal and professional boundaries for staff and to be explicit about what behaviours are unacceptable and will impact on their employment. The Hallé's Code of Practice for Working with Children and Young People is attached as Appendix 1. This document is explained as part of the induction and ongoing training processes for any staff or volunteers who may come into contact with children and young people.

## **8. Common Indicators of Abuse**

8.1 Hallé staff and volunteers have a responsibility to be vigilant to common indicators of abuse, and to report any concerns to the Designated Member of Staff, who will refer the matter to the Children and Families Service of the local authority where the child resides as necessary. Common indicators of abuse can be described as follows:

8.2 Physical abuse:

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising that looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

8.3 Sexual abuse:

- Pain, itching, bruising or bleeding in the genital or anal areas
- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections.

8.4 Behavioural signs of abuse:

- The child may refuse to attend rehearsals, events or concerts, or start to have difficulty concentrating so that their participation in the session is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age

- The child may describe receiving special attention from a particular adult, or refer to a new, 'secret' friendship with an adult or young person.

#### 8.5 Neglect:

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean their children are being neglected. Neglect involves ongoing severe failure to meet a child's needs. Here are some signs of possible neglect:

- If the child seems underweight and is very small for their age
- If they are poorly clothed, with inadequate protection from the weather
- If they are often absent from rehearsals for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters.

#### 8.6 Emotional abuse:

This occurs when a child's basic need for love and praise, security and recognition go unmet, either through deliberate negative actions by parents/carers or by a failure to act positively. It may involve conveying to children that they are:

- Worthless, or unloved
- Inadequate
- Valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or be the exploitation or corruption of children.

#### 8.7 Self-harm:

Hallé staff may become aware of a child engaging in self-harm. In this instance the staff member most directly involved with the child and the family (for example, the Youth Ensembles Coordinator), should liaise directly with both the child and his / her parent / carer and keep their line manager informed of all communications. In a school setting, the Hallé staff member should consult with the school contact for the project. This issue needs to be handled very sensitively, but it is not possible for the Hallé to keep the issue a secret from the parent / carer or school.

8.8 Some frequently-asked questions about abuse are attached as Appendix 5.

### 9. Receiving a Disclosure

9.1 An allegation or concern about a worker, carer or volunteer may arise from a number of sources, e.g. a report from a child, a concern raised by another worker from within the organisation or from another organisation from a parent or carer, or information arising from a disciplinary hearing.

9.2 The member of staff who has received the allegation or who has a concern about a colleague (or carer) must immediately record the details and report this to the Designated Member of Staff, Naomi Benn, or, in her absence, Steve Pickett. Where the Designated Member of Staff is the subject of the allegation, it should be reported to the Chief Executive.

9.3 If a disclosure is given, all staff and volunteers must follow the procedure in paragraph 10.2 below.

## 10. Reporting Concerns

10.1 All staff and volunteers have a responsibility to report any concerns about the welfare and safety of a child and all such concerns will be taken seriously.

### 10.2 If you have concerns about a child, all staff and volunteers must:

1. Reassure the child that they are right to report it, if this is the source of the information. Be sensitive to the fact that children with disabilities or special needs may require additional support to express what they want to say.  
↓
2. Be clear that while you will act sensitively, you cannot promise to keep secrets, and you will need to make a report if there is any possibility that a child is at risk.  
↓
3. Do not speak to anyone else about the concern.  
↓
4. If necessary, phone 999. However in most cases, simply make sure any children in your care are safeguarded by other members of staff / volunteers to give you a moment alone in private.  
↓
5. Immediately make a written record of the information, including the time, date and place of the alleged incident, persons present, and what was said (using the child / adult's own words). Sign and date the record.  
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6. Immediately then speak to the Designated Member of Staff, Naomi Benn (tel. 0787 668 7758), or Steve Pickett (tel. 07920 422 742) in her absence. Pass on the written record to them. Naomi or Steve will decide whether to refer the matter onto the relevant authorities. Where the Designated Member of Staff is the subject of an allegation, it should be reported to the Chief Executive (tel. 07947 799810).  
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7. Leave the concern with the Designated Member of Staff or her representative to discuss with the relevant authorities.  
↓
8. Complete any actions as agreed with the Designated Member of Staff or her representative.  
↓
9. Return to normal duties without mentioning the concern to anyone else.

## **11. Recording Mechanisms**

- 11.1 A clear written record should be made of all observations, actions and conversations. Every effort should be made to record carefully what the child or adult says in their own words.
- 11.2 Records should be made immediately, signed and dated.
- 11.3 Sensitive information is to be kept locked away or password protected.

## **12. Informing Parents / Carers and Schools**

- 12.1 Our approach to working with parents / carers and schools is one of transparency, recognising our responsibilities towards the children with whom we work.
- 12.2 The responsibility for informing parents / carers or schools rests with the Designated Member of Staff or her representative. Hallé players, administrative staff and volunteers should not directly inform any other party than the Designated Member of Staff or her representative.
- 12.3 If concerns are raised within a school setting, the Designated Member of Staff, or her representative, will speak in the first instance with the school contact for the project.
- 12.4 If concerns are raised within a Hallé setting, the Designated Member of Staff or her representative will inform the parents / carers directly. Parents / carers will only not be informed if it is believed that by doing so could put the child at risk. In such cases, the Designated Member of Staff or Chief Executive will seek advice from the Police and/or the Children's Service from the local authority where the child resides.

## **13. Information Sharing**

- 13.1 There may be occasions when it is necessary to share the information that the Hallé holds about individual children and young people with agencies such as the Local Authority or Police. Guidance as to when this sharing of information is appropriate, is included in Appendix 6.

## **14. Managing Allegations Against Staff**

- 14.1 The Hallé follows procedures recommended by the Manchester Safeguarding Children Board (MSCB) when dealing with allegations made against staff and volunteers. These can be viewed in full via the MSCB website. In summary:
  - Any allegation of abuse or potential unsuitability must be dealt with fairly, quickly and consistently, in a way that both provides effective protection for the child or young person and offers appropriate support to the worker, carer or volunteer who is the alleged perpetrator.

- Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, and manage related disciplinary or regulatory requirements.
- It is in everyone's interests to resolve cases as quickly as possible, consistent with a fair and thorough investigation. Every effort should be made to manage cases to avoid any possible delay. Target timescales will depend on the nature, seriousness and complexity of the allegation.
- The Hallé as the employing organisation, together with the Local Authority Designated Officer (LADO), Children and Families Service and/or Police, where they are involved, should consider the impact on the child concerned, ensure the child's immediate safety or provide support as appropriate. Liaison between the agencies should take place in order to ensure that the child's needs are addressed.
- The member of staff will:
  - Be treated fairly and honestly and helped to understand the concerns expressed and processes involved
  - Be kept informed of the progress and outcome of any investigation as appropriate. The person responsible for this will be identified at the first Strategy Meeting.
  - If suspended, be advised to contact their union representative (if applicable) and be kept up to date about events in the workplace.
- Suspension is a neutral act and it should not be automatic. Following advice from the MSCB, suspension will be considered in any case where:
  - There is cause to suspect a child is at risk of significant harm;
  - The allegation warrants investigation by the Police; and / or
  - The allegation is so serious that it might be grounds for dismissal.
- All allegations will be followed up, regardless of whether the person involved tenders his or her resignation, or ceases to provide their services. No compromise agreements (i.e. where a person agrees to resign without any disciplinary action and both parties agree a form of words to be used in any future reference) can be used in cases involving the management of allegations. The Hallé has to follow its legal obligations to refer any issues of concern to the relevant agencies.

## 15. Escalation Procedure: What Happens Next

- 15.1 When informed of **general concerns about a child** (for example, following a disclosure about an incident within a private or home setting, or upon noticing signs of abuse), the Designated Member of Staff or her representative will assess whether the child is in immediate danger of being harmed, and if so, will immediately call the Police on 999. For less immediate emergencies, the Designated Member of Staff or her representative will refer the matter to the Children's Service for the local authority where the child resides: a list of local authorities is included in Appendix 7.

- 15.2 When informed of **a concern or allegation about a member of staff or volunteer**, the Designated Member of Staff or her representative should not investigate the matter nor interview the member of staff, volunteer, child concerned or potential witnesses. He / she should:
- Obtain written details of the concern / allegation, signed and dated by the person receiving the allegation (not the child/adult making the allegation);
  - Countersign and date the written details;
  - Record any information about times, dates and location of incident(s) and names of any potential witnesses; and
  - Record discussions about the child and / or member of staff, any decisions made, and the reasons for those decisions.
- 15.2 If the child has sustained an injury, the Designated Member of Staff will consider the need to have her / him medically examined. In this instance parent / carer must be notified and the reason given as to why a medical opinion was required.
- 15.3 If the allegation does not meet any of the MSCB Threshold Criteria (as listed below in paragraph 16), then it should be dealt with by the Hallé at organisational level. If the Designated Member of Staff or her representative decides that no further action is required, the reason for that decision must be recorded and the written record sent to the Local Authority Designated Officer (LADO) within five working days.
- 15.4 If the allegation meets the MSCB Threshold Criteria, the Designated Member of Staff or her representative must report it to the LADO within one working day. Referral should not be delayed in order to gather information. A failure to report an allegation or concern in accordance with procedures is a potential disciplinary matter.
- 15.5 If the Designated Member of Staff or her representative is unsure about how to proceed or cannot determine whether the criteria are met, he / she should consult with the LADO within one working day.
- 15.6 The Local Authority Designated Officer (LADO) for Manchester is Majella O'Hagan, tel. 0161 274 6555.
- 15.7 In the absence of the LADO or a member of her team, and if an allegation requires immediate attention but is received outside normal office hours, the Designated Member of Staff or her representative should consult the local Police and inform the LADO as soon as possible.
- 15.8 If the allegation meets the MSCB Threshold Criteria, the resulting investigation will depend on the external agencies involved in the case. All Hallé staff and volunteers will be required to cooperate with any such investigation.
- 15.9 A flowchart outlining the Escalation Procedure is included as Appendix 8.

## **16. MSCB Threshold Criteria for Considering 'Unsuitability'**

16.1 Should the Designated Member of Staff or her representative become aware of an individual's behaviour which may be of concern, he / she will need to consider whether further investigation is necessary to determine whether the individual has:

- Harmed or may have harmed a child;
- Contravened or continued to contravene any safe practice guidance given by their organisation or regulatory body;
- Exploited or abused their position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable;
- Demonstrated a failure to understand or appreciate how his/her own actions or those of others could adversely impact upon the safety and well being of a child or young person;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries in their work;
- Behaved in a way in his/her personal life which could put children at risk of harm;
- Been the subject of a criminal investigation;
- Been subject to enquiries under local child protection procedures; or
- Behaved in a way which undermines the trust and confidence placed in them by their employer.

## **17. Early Help Assessment**

17.1 In the interests of child welfare, where there are no immediate safeguarding concerns but additional needs have been identified, the Designated Member of Staff should consider whether the child/young person would benefit from an Early Help Assessment. The Hallé will liaise with other agencies if required to ascertain what additional support may be required.

## **18. Review**

18.1 The Hallé has a responsibility to undertake regular audits to ensure that systems are working effectively and procedures are being followed across the organisation. This policy will be reviewed annually.

## **Appendices**

1. Hallé Code of Practice for Working with Children and Young People
2. Hallé Recruitment Policy
3. Hallé Education Partnership Guidelines for Schools
4. Criteria and Process for Disclosure and Barring Service checks
5. Abuse: FAQs
6. Seven Golden Rules for Information Sharing
7. Useful References and Contacts
8. Escalation Procedure: Flowchart of Events

## **Appendix 1: Hallé Code of Practice for Working with Children and Young People**

For all Hallé Concerts Society (HCS) employees, freelance contract staff and volunteers who come into contact with children, young people or vulnerable adults, for example through Hallé Education projects or work with the Hallé Youth Ensembles.

This document is appended to the Hallé's Safeguarding Policy to outline the basic expectations for appropriate communication and behaviour.

Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Adults should work and be seen to work in an open and transparent way.

### **Introduction**

The overriding principle on which we operate is that everyone treats each other with respect at all times. No one should ever be treated in such a way as to be made to feel uncomfortable or be put in a situation that makes them feel uncomfortable.

The Hallé expects its staff and volunteers to:

- Be present when expected and agreed in advance;
- Behave in a professional way at all times, always being aware of setting a good example;
- Share a duty of care at all times to all children, young people and vulnerable adults; and
- Share any concerns about any children, young people and vulnerable adults with supervisory staff.

Whilst it is easy to be friendly with children, some children can slip into a relationship with you which is a bit too familiar, and this can create potentially awkward situations. For your own protection it is up to you to ensure that the proper boundaries are maintained, and this document sets out our good practice guidelines to ensure this is the case.

### **Legal definitions of terms**

- A child is anyone up to the age of 18
- A young person is in the upper age ranges of the official definition of a child. The term has no legal status – but it acknowledges that people aged 16 or 17 may not think of themselves as 'children'
- A vulnerable adult is an adult who is vulnerable because of 'their age, disability, learning difficulties, health, poverty, employment status or other criteria.' There is a long list of examples which includes: 'is under the supervision of the probation services'; 'is receiving any form of healthcare'; and 'requires assistance in the conduct of their own affairs'

Children, young people and vulnerable adults are hereafter referred to in this document as 'the child' or 'children'.

## Appropriate communication

1. **It is strongly advised to avoid any situation when you will be on your own with a child.** This is a good practice principle, and one that will save you from finding yourself in a situation when it could become your word against the child's. You are always welcome to ask for the company of another member of staff, or you can simply make sure that you have a group of children around you.

There are occasions when this is impossible, for example when dealing with a first aid issue, when the other people present may temporarily leave the room to get help or the first aid kit: this is perfectly legal, sensible and should give no cause for concern, especially as all our staff and volunteers have completed Disclosure and Barring Service checks, however our advice is always to minimise any one-to-one situations.

2. **Be aware that any communication you make is open to interpretation.** Become aware of your different communication styles and gestures. Ensure that all communication with children is kept professional: interested in what they have to say and yet always slightly detached. Physical contact of any kind is inadvisable as it can be so easily misinterpreted.

Be aware of the age of the children you are working with and tailor your communication appropriately. Avoid asking any personal questions, although you may find that children open up to you without any prompting – this is quite normal!

Hallé Administrators will make all other staff aware of any other issues such as health or disability that may need to be taken into consideration when communicating with any particular child.

Remember that the children are there to enjoy learning about music – it is allowed to be fun! Even if children break the rules of membership we deal with things in a calm and professional manner.

3. **The use of offensive or abusive language is wholly inappropriate at all times.**

## Social contact

1. It is possible, particularly with older children in the Hallé Ensembles, to feel a social connection with some members who over time we get to know well. While this is understandable, it also has the potential to create difficult situations for all involved, and needs to be handled with great care by each member of staff concerned. There should always be a very clear line between staff and members. **It is advised that staff members primarily socialise with each other** to avoid any confusion.
2. The Hallé Administrators have work contact details, which are the primary point of contact for all Hallé activities: **no personal contact details for any member of staff are to be shared with children or families.** It is also HCS policy that no personal contact details for any member of staff are to be shared with anyone external to the company without the prior consent of the staff member.

3. The rules of membership clearly state that illegal substances of any kind are forbidden. Alcohol and cigarettes follow the English law and are forbidden for any under 18 year olds (NB: the national smoking age was raised to 18 a few years ago). **Staff members have a duty to be vigilant regarding alcohol and cigarettes.**
4. There are times when staff and members will share social time, for example when on tour with the Youth Ensembles: these are often some of the best moments of a tour, and it is expected that everyone will enjoy them. It is permitted for staff to drink alcohol in the presence of members, some of whom will be over 18 and also permitted to drink. However **staff members remain responsible for the welfare of our members at all times and need to be fully capable of appropriate decisions and actions.**
5. Smoking is only permitted in the designated areas of any venue visited.

## **New media**

We live in an increasingly intrusive world, where our slightest actions can be reported on, tracked, photographed and shared across the Internet, and children are using these new forms of communication far more than other methods. Sadly children often do not realise the public nature of these communications. The Hallé Administrators have official Hallé Facebook profiles in order to interact with the Ensembles members in this way – it can be the most efficient reminder of an extra rehearsal or different venue, and enables us to see what they write about the Hallé or each other online.

**Keep your private life private.** It is strongly advised that staff avoid any personal new media contact with children through personal emails or social networking sites, for example, Facebook, Twitter etc.

## **Boundaries**

It can happen that a particular child may persistently want to step over the above boundaries or possibly even declare personal feelings for you. If this happens:

- Do not reciprocate in any way whatsoever;
- Make a note as soon as possible of what was said or done and under what circumstances;
- Report the incident as soon as possible to your supervisor. This must be done, for your own protection;
- Ensure that you are not, in the future, ever alone with this child; and
- If there are any further incidents or you are still uncomfortable for any reason, tell your supervisor.

If a situation arises where nothing specific has happened but you are uncomfortable about something/someone, **tell your supervisor.** You have nothing to lose: this is for your own protection.

You can be reassured that when you tell your supervisor, they will deal with the matter discreetly and sensitively, and make a written account of the situation. It may be that no action need be taken at all, but at least there will be something in writing that can be referred back to, if necessary, in the future. By reporting the matter to a more senior

member of staff, you have passed on the responsibility and therefore done everything which can be expected of you.

### **Reporting allegations or concerns**

**All staff are required to report any concerns or allegations about the behaviour of colleagues or practices which are likely to put children or young people at risk of abuse or other serious harm to the Designated Member of Staff or her representative.** For more detailed information, please refer to the Safeguarding Policy.

*Updated November 2013*

## Appendix 2: Hallé Recruitment Policy

### Advertising and shortlisting

- 1 As soon as any post becomes vacant a job description, including a person specification, should be prepared or revised before any other steps are taken.
- 2 As soon as practically possible all vacant posts will be advertised in the appropriate media, eg in the case of senior management in the national media (eg Guardian Online or Guardian on Monday) and in the case of junior management generally in local print and/or specialist online media. All posts will be advertised internally and on the website with standard application form.
- 3 Advertisement copy will contain:
  - brief details of the post
  - funding and other required credit (eg sponsors)
  - website details
  - a date by which applications must be in
  - specific reference to the requirement for a DBS check (if applicable)
  - “The Hallé welcomes applications from all sections of the community and endeavours to meet all access needs”and if possible:
  - provisional dates for the first interview.

It is the responsibility of the Line Manager of the post to make sure that these details are correct.

- 4 Once the advertisement is placed a shortlisting and interview panel will be selected. This should not normally be fewer than three and not more than six people. Attention should be given to age and gender balance. All members of the Panel must be familiar with the Hallé’s Recruitment and Equal Opportunities Policies and be provided with copies if they have not recently read them. The Panel should select a Chair (normally the Line Manager of the post).
- 5 A job pack should be prepared by the Line Manager of the post. This must contain:
  - the job description
  - the person specification
  - details of the job including salary, pension rights etc
  - application form
  - equal opportunities monitoring form (the information will be treated as strictly confidential and used, in an anonymous way, for statistical purposes only. It will be kept separate from the application and will not be seen by the selection panel.

...and any other helpful and relevant information (eg a season brochure).

This will be circulated to the Panel.

- 6 Once the application date has passed, copies of applications (but *not* equal opportunities monitoring forms) should be distributed to the Panel, who should then

meet or otherwise agree those candidates shortlisted for interview. Other than in exceptional circumstances the shortlist should be kept to a reasonable size (ideally not fewer than four and not more than six).

- 7 In setting times for the first interview consideration should be given to the size of the shortlist and the seniority of the position. The Chair of the Panel should prepare a sheet, based on the skills and qualities required in the Job Description and Person Specification, in order to assess each candidate. This should be filled in to provide feedback should any of the candidates require clarification of the reasons that they are/are not shortlisted. It may also be appropriate that, at the shortlisting stage, the Panel agrees a specific task (eg a presentation) for candidates to undertake at interview. It is the Chair's job to determine this.
- 8 All candidates for interview must provide (in addition to anything else) a current CV (whether as part of the application form or otherwise) and the names of two referees (a pre-written reference is not acceptable). They should also be encouraged to respond to the details for the post in their application.

### **The interview**

- 9 Interviewees should be asked in advance if they need any special assistance.
- 10 All candidates for interview will be paid reasonable expenses (eg UK internal travel and hotel costs). Interviews for those travelling long distances will be at times which, if at all possible, take this into account.
- 11 The Chair of the Panel should prepare its members, in advance of the first interview, to pursue specific areas of questioning and answer any specific questions relating to the appointment conditions. Training will be given to anyone who has not been on an interview panel before. The Chair should also reach agreement with the Panel on the key qualities for the post (ie what the Hallé is looking for at interview). It is the role of the Chair to ensure that the Society's commitment to diversity is made clear at interview.
- 12 The Chair should also provide a form, which should be filled in to assess each candidate (again for subsequent feedback). This would usually be based around the person specification for the job. (S)he will be responsible for assessing and articulating the consensus assessment of each candidate. These forms (and any other written material to be retained in connection with the post) should be lodged with the Senior PA at the end of the process.
- 13 Each candidate should be given the opportunity to answer the same questions in roughly the same order and should be treated equally in terms of visits around the building, meetings with Staff etc.
- 14 Candidates' comparative suitability should be discussed at the end of each day of interviewing – panels should avoid getting into assessment on a candidate-by-candidate basis. If there is more than one interview day the Chair of the Panel may require that no candidate is discussed until the final interview has taken place.

- 15 Decisions on the successful candidate will be by consensus though it is very likely that a second (or even third) interview will be needed to reach a decision. It is the responsibility of the Chair to make sure that the decision is reached properly and accountably and that all candidates, successful or unsuccessful, can be provided with feedback on their performance at interview. If the panel is unable to reach an agreement the Chair must discuss the matter with the Chief Executive, who in any case must approve the appointment
- 16 Subsequent interviews may involve the same panel; however this may be neither practical nor, in some cases, desirable. It will be the responsibility of the Chair to inform the Panel how and why subsequent stages are to be carried out. In the case of dispute the matter should be referred to the Chief Executive.
- 17 The Chair of the Panel will also be responsible for the following:
- Informing the Chief Executive of the outcome of the interviews.
  - Taking up references, where and from whom appropriate. These should be taken verbally and notes should be taken of the referees' comments. The Panel may wish to identify specific areas in which a referee should be asked to comment. All comments should also be passed on to the appointee's personnel file.
  - Seeking necessary clearance from the relevant authorities (eg the DBS) if the post involves work with young people or vulnerable adults.
  - If an appointment has been made, informing the candidate and preparing an offer letter. This will normally be signed by the Chief Executive, but in any event must be approved by him/her and must be in accordance with a standard format held by the Senior PA
  - Informing all those involved in the recruitment process of its outcome.
  - Informing unsuccessful candidates and providing feedback upon request.
  - Informing the Finance Department for payroll purposes.
  - Ensuring that BWH Reception signing-in form is amended.
  - Informing IT personnel.

Updated November 2013

## Appendix 3: Hallé Education Partnership Guidelines

# HALLÉ

## EDUCATION

### PARTNERSHIP GUIDELINES

#### Your Sessions with the Hallé

Hallé Education is delighted to be working with your school and hopes that your pupils will enjoy the experience of discovering, creating and performing music with musicians from the Hallé.

Please find below some guidelines, which will help you to maximise the potential of the project and, hopefully, provide both you and your pupils with a worthwhile and fulfilling experience.

- Teachers and Hallé musicians should work as a team; the teacher is responsible for class discipline and organisation e.g. grouping of children; the musicians are responsible only for the musical aspects of the session
- **Musicians are NEVER to be left in charge of the group or be required to be in a one-to-one situation with a pupil. A teacher must be present at all times in order to comply with the Hallé's Health & Safety Policy**
- In order to comply with the Hallé's Safeguarding Policy, each school must provide Hallé Education with the name of their Safeguarding Officer at least one week prior to the Hallé musician's first visit
- Recording of any part of the session must be done so with prior agreement by the Hallé musician
- The children involved with the project should remain the same from beginning to end
- A suitable space, preferably the Hall, should be made available for the Hallé visits with, if possible, a side area or classroom to allow for your class to be divided into smaller groups
- A good selection of both tuned and untuned classroom percussion instruments will be required and resources should be ready in situ prior to the musicians' arrival. If any of your pupils play an instrument please encourage them to bring it along to the workshop(s). It is helpful if, before the start of the project you could inform the Hallé of any children who play instruments and approximate standards, together with a list of any classroom percussion available
- Follow-up work between visits is essential if the project is to work well. The best results will be obtained if the class teacher continues the work between workshops by rehearsing and practising the music, so that progress has been made when the musicians return. This need not necessarily be in class time but could be in the form of a lunchtime or after-school activity. Ideally, the results of each workshop should be recorded before the end of each session
- Teachers should make musicians aware of any specific disability/health/ behavioural problems or discipline policies and should watch for failing concentration before it impacts on the session
- It is helpful for the musicians if your pupils could wear a sticky label with their name on it for each session
- **Maximum number of children per session is 30**

## **Appendix 4: Criteria and process for the requirement of Disclosure and Barring Service checks**

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged into the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. Please note that CRB-branded certificates should be treated the same as DBS-branded certificates.

An employer may request a criminal records check processed through the Disclosure and Barring Service (DBS) as part of its recruitment process. For certain roles the check will also include information held on the DBS's children and adults barred lists, together with any information held locally by police forces that is reasonably considered to be relevant to the applied for post.

These checks are to assist employers in making safer recruitment and licensing decisions. Employers should only arrange a DBS check on a successful job applicant. They can withdraw a job offer if the results show anything that would make the applicant unsuitable.

### **Duration of criminal record check validity**

There is no official expiry date for a criminal record check issued by DBS, however at the Hallé we aim to recheck staff and volunteers every three years in accordance with good practice.

Any information revealed on a DBS certificate will be accurate at the time the certificate was issued. You should check the date of issue on the certificate to decide whether to request a newer one. The Update Service is an option for individuals to maintain the up to date nature of their checks.

You can keep a DBS certificate for no longer than 6 months, to allow for consideration and resolution of any disputes or complaints after a recruitment or suitability decision is made. If it is considered necessary to keep the certificate information for longer, you should consult the DBS.

### **How the process works for the Hallé**

The Hallé completes Disclosure and Barring Service checks through the Safe Employment Team at Salford City Council, contact: 0161 793 2000.

Disclosure and Barring Service checks may only be requested when the relevant job role requires a check to be completed. Hallé managers may need to explain to Salford City Council why they feel a check is required for each job role.

These are the basic steps for completing a DBS check:

1. Check whether the individual is already subscribed to the DBS Update Service: if so they can give the Hallé details of how to carry out a free, instant check to confirm whether the information released on the DBS certificate is current and up to date. If not:

2. Request a DBS disclosure application form from Salford City Council Safe Employment Team via the following link:  
<http://services.salford.gov.uk/crbcheckrequest/crbcheckrequest.aspx>
3. The applicant will be sent the form directly. Ask the candidate to fill in the application form and bring it, together with the appropriate ID documentation, to Jacqui Dawber or Naomi Benn for checking.
4. Jacqui or Naomi will then complete the necessary paperwork, indicate the level of check required and send the application form to Salford City Council, for it to be processed and forwarded onto the DBS.
5. DBS will send to the certificate to the applicant. The Hallé will have to ask the applicant to see the certificate. If the applicant has subscribed to the DBS update service the Hallé will now be able to check their certificate online.

DBS checks are required when the Hallé staff or volunteer concerned will be carrying out tasks which satisfy the definition of 'regulated activity' relating to children (see below), or for licensing purposes at Hallé St Peter's (in particular with reference to the sale of alcohol). There are three levels of DBS check: standard, enhanced and a barred list check. Salford City Council will require details as to the level of check required. The full list of eligibility guidance is available on the DBS website at: <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>

For most Hallé work with young people the following considerations will apply:

1. DBS enhanced and barred list checks **will be** required for anyone satisfying the frequency and intensively condition of the 'regulated activity' criteria, i.e. the work that they are involved in may mean that they are in sole charge of training or supervising children once a week or more often, or on 4 or more days within a 30-day period, or involves overnight supervision (for example on Ensembles residential courses). This applies to all Ensembles artistic and administrative staff, and regular volunteers. It may apply to those involved in more intense or longer-term education project work. Refer to the 'Regulated Activity' definitions below for more details.
2. DBS checks **are not** required for anyone completing occasional project work within specified establishments including schools, nurseries and other educational settings. This may apply to many Hallé Education projects. As stated clearly by Ofsted, *'Visitors who will only have contact with children on an ad hoc or irregular basis for short periods of time are not eligible for DBS checks and schools and colleges will not be entitled to request them.'* Refer to the Specified Establishment list below for more details.
3. DBS checks **may not** be required for staff or volunteers who are sufficiently supervised by someone who is checked and defined as working in 'regulated activity', for example, student players under the Strings Leadership Scheme who are accompanied by a checked Hallé player for a one-off Education project. However, in accordance with good practice, the Hallé will apply for standard level checks for any member of staff or volunteer who may find themselves in sole charge of a group of children, for example, a Hallé player tutoring a small group of Youth Orchestra members, supervised from a distance / another room by the Youth Orchestra Administrator and/or Music Director. Should that player (for example) be regularly involved in training or supervising children, an enhanced level check will be required. Refer to the Department for Education Supervision Statutory Guidance below for more details.

For further details please see the fuller definitions below.

## **Volunteer applications (from the DBS website)**

The DBS definition of a volunteer is defined in the Police Act 1997 (criminal records) Regulations 2002 as:

*“Any person engaged in an activity which involves spending, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party and not a close relative.”*

To qualify for a free-of-charge criminal record check, the applicant must not benefit directly from the position the DBS application is being submitted for. The applicant must not:

- benefit directly from the position for which the DBS application is being submitted
- receive any payment (except for travel and other approved out-of-pocket expenses)
- be on a work placement
- be on a course that requires them to do this job role
- be in a trainee position that will lead to a full time role/qualification

It states on the DBS application form *‘By placing a cross in the yes box (at section 68) you confirm that the post meets the DBS definition for a free-of-charge volunteer application. Please note that DBS may recover the application fee if box 68 is marked in error and this could result in the cancellation of your DBS registration.’*

## **Regulated Activity – Children Definition (from the DBS website):**

The definition of regulated activity was changed in the Protection of Freedoms Act 2012 and came into effect on 10 September 2012.

Please note the definition of regulated activity for adults is also available on the DBS website.

### **What is considered to be regulated activity relating to children?**

Organisations need to consider whether an individual meets the following conditions:

- Do they meet the definition of the activity?
- Do they need to consider the DFE supervision statutory guidance?
- Do they meet the relevant frequency or intensively condition?
- Frequently or intensively means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30 day period (or in some cases overnight between 2am and 6am, where there is opportunity for face-to-face contact).
- Where they are not carrying out an activity but their work takes place in a specified establishment do they meet the frequency or intensively condition and have opportunity for contact with children while carrying out their duties?
- Additionally where they are not carrying out an activity but their work takes place in a specified establishment is their work to provide occasional or temporary services?

The new definition of regulated activity relating to children still applies to individuals undertaking the following:

- Registered childminders.
- Registered foster carers.
- A person who manages or supervises someone who undertakes a regulated activity is also counted as undertaking a regulated activity. A person who manages someone who is not in regulated activity (but would be except for the fact that they are supervised) is also in regulated activity
- any specified position based in Wales as detailed in the amended Schedule 4 of the Safeguarding Vulnerable Groups Act 2006. 2

The following are newly defined regulated activities relating to children.

#### Health care

- Health care for children provided by, or under the direction or supervision of a regulated health care professional
- This is regulated activity even if the activity is only carried out once.
- You do not have to apply the consideration of Statutory Supervision when assessing health care roles

#### Personal care

- Physical help in connection with eating or drinking for reasons of illness or disability;
- Physical help for reasons of age, illness or disability in connection with toileting, washing, bathing and dressing,
- Prompting with supervision or training or advice in relation to the above examples where the child is unable to decide to carry out the activities without that prompting or advice
- This is regulated activity even if the activity is only carried out once.
- You do not have to apply the consideration of Statutory Supervision when assessing personal care roles

For a full list of activities please see information on the Department for Education website.

### **What are the key changes in regulated activity relating to children?**

Organisations must now consider the supervision guidance produced by the Department for Education (see below) when assessing a role in connection to the following activities:

- teaching, training, instructing, caring for or supervising children.

The Department for Education has produced statutory guidance on supervision to describe the considerations an organisation should make when determining whether or not an individual is supervised to a reasonable level for the role (see below).

Supervision means day-to-day supervision as is reasonable in all the circumstances for the purpose of protecting any children concerned.

Where an individual is deemed to be adequately supervised for the role they are not in regulated activity.

There is an exception to this, which is covered in the section below.

Organisations must now consider whether the provision of persons to carry out work which is not teaching, training instruction, care for or supervision of children in specified establishments are merely providing occasional or temporary services. If the person is providing occasional or temporary services they are not in regulated activity.

### **Specified Establishments for regulated activity relating to children**

Work carried out by volunteers supervised to a reasonable level, in accordance with the statutory guidance on supervision, in specified establishments is not regulated activity.

However a supervised paid employee working for a specified establishment is carrying out regulated activity.

The new list of establishments is:

- An educational institution which is exclusively or mainly for the provision of full-time education to children
- Pupil referral units or short-stay schools providing education for children or compulsory school age who because of illness, exclusion or other reasons cannot attend a school
- An alternative provision academy which does not fall within the definition of a school
- Nurseries exclusively or mainly providing full-time or part-time education for children who have not reached compulsory school age
- Children's detention centres
- Children's homes providing care and accommodation wholly or mainly for children
- Children's centres managed by or on behalf of, or under arrangements made with an English local authority securing early childhood services for their area
- Relevant childcare premises where the person carrying on the activity is required or can volunteer to be registered under the Childcare Act 2006 or the Children Act 1989

The list, as amended by the Protection of Freedoms Act 2012, can be found in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006.

Activities, establishments and positions removed from regulated activity relating to children from September 2012.

### **What is no longer regulated activity relating to children?**

- Giving legal advice
- Treatment/therapy - unless it meets the new definition of health care which narrows the definition to "Health care which must be directed or supervised by a health care professional"
- A relevant activity supervised at a reasonable level.
- Volunteers supervised at a reasonable level whose role is carried out in a specified establishment.
- Activity by a person contracted (or volunteering) to provide occasional or temporary services which are not teaching, training or supervision of children.

### **What is no longer a specified establishment?**

- Children's hospitals

### **What is no longer a specified position?**

- Any specified position based in England which was listed in schedule 4 of the Safeguarding Vulnerable Groups Act 2006 before the effects of the Protection Of Freedoms Act 2012 came into force in September 2012.

### **What is still not classed as regulated activity relating to children?**

- Family arrangements and personal, non-commercial arrangements
- Peer exemption – activity by a person in a group assisting another member of the group
- Incidental contact – the activity is not being provided for children and the presence of a child or children is unforeseen

### **Department for Education Statutory Guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised**

1. This document fulfils the duty in legislation (i, ii) that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, FE colleges, youth groups and sports clubs.

2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.

3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:

- there must be supervision by a person who is in regulated activity (iii)
- the supervision must be regular and day to day; and
- the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity / regular and day to day: supervisors must be in regulated activity themselves (iv). The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.

5. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:

- ages of the children, including whether their ages differ widely;
- number of children that the individual is working with;
- whether or not other workers are helping to look after the children;
- the nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children);
- how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
- how many workers would be supervised by each supervising worker.

6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

## EXAMPLES

### Volunteer, in a specified place

Mr Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr Jones takes some of the children to a separate room to listen to them reading, where Mr Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The head teacher decides whether their supervision is such that Mr Jones is not in regulated activity.

### Volunteer, not in a specified place

Mr Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr Wood assigned to each group. The head coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The head coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr Wood is not in regulated activity.

### Employee, not in a specified place

Mrs Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary;

- consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
- consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance; and if it is a specified place such as a school:
- consider whether the supervised worker is a volunteer (v)

**Department for Education / Department of Health, Social Services and Public Safety (Northern Ireland), September 2012**

**End-notes**

- i. Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be “for the purpose of assisting” organisations “in deciding whether supervision is of such a kind that” the supervisee is not in regulated activity.
- ii. Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on “supervision” for Northern Ireland.
- iii. If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.
- iv. From 2013-14, the Government plans to commence a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.
- v. A volunteer is: in England and Wales, a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives; in Northern Ireland, a person engaged, or to be engaged, in an activity for a non-profit organisation or person which involves spending time unpaid (except for travel and other approved out-of-pocket expenses) doing something which amounts to a benefit to some third party other than, or in addition to, a close relative.

## **Appendix 5: Abuse: FAQs**

### **1. What is a child in need? (s17 of the Children Act 1989)**

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989) plus those who are disabled. The critical factors to be taken into account in deciding whether a child is in need under the Children Act 1989 are what will happen to a child's health or development without services, and the likely effect the services will have on the child's standard of health and development.

### **2. What is significant harm? (s47 of the Children Act 1989)**

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, when it has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (s47 of the Children Act 1989). To make enquiries involves assessing what is happening to a child. Where s47 enquiries are being made, the assessment (the 'core assessment') should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment in order to inform future plans and the nature of services required. Decisions about significant harm are complex and should be informed by a careful assessment of the child's circumstances, and discussion between the statutory agencies and with the child and family.

### **3. What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

#### **i) 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.

#### **ii) Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child that causes 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 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.

### iii) Sexual abuse

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 the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### iv) 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)
- Ensure access to appropriate medical care or treatment.

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

## Appendix 6: Seven Golden Rules for Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Appendix 7: Useful References and Contacts

### **To request a DBS disclosure check:**

The Hallé's Umbrella Body is Salford City Council Safe Employment Team, tel: 0161 793 2000.

To request a DBS disclosure application form, go to:

<http://services.salford.gov.uk/crbcheckrequest/crbcheckrequest.aspx>

### **Referrals (to be made by the Designated Member of Staff of her representative):**

#### **1. To discuss or refer an issue of concern about a member of staff or volunteer:**

Contact the Manchester City Council Local Authority Designated Officer (LADO), Majella O'Hagan, tel: 0161 274 6555 (regardless of where the staff member or volunteer resides). In the absence of the LADO or a member of her team, and if an allegation requires immediate attention, but is received outside normal office hours, the Designated Member of Staff or her representative should consult the local Police and inform the LADO as soon as possible.

#### **2. To refer general concerns about a child (for example, following a disclosure about an incident within a private or home setting, or upon noticing signs of abuse):**

If the child is in immediate danger of being harmed, call the Police on 999.

To contact the Children's Service for the local authority where the child resides:

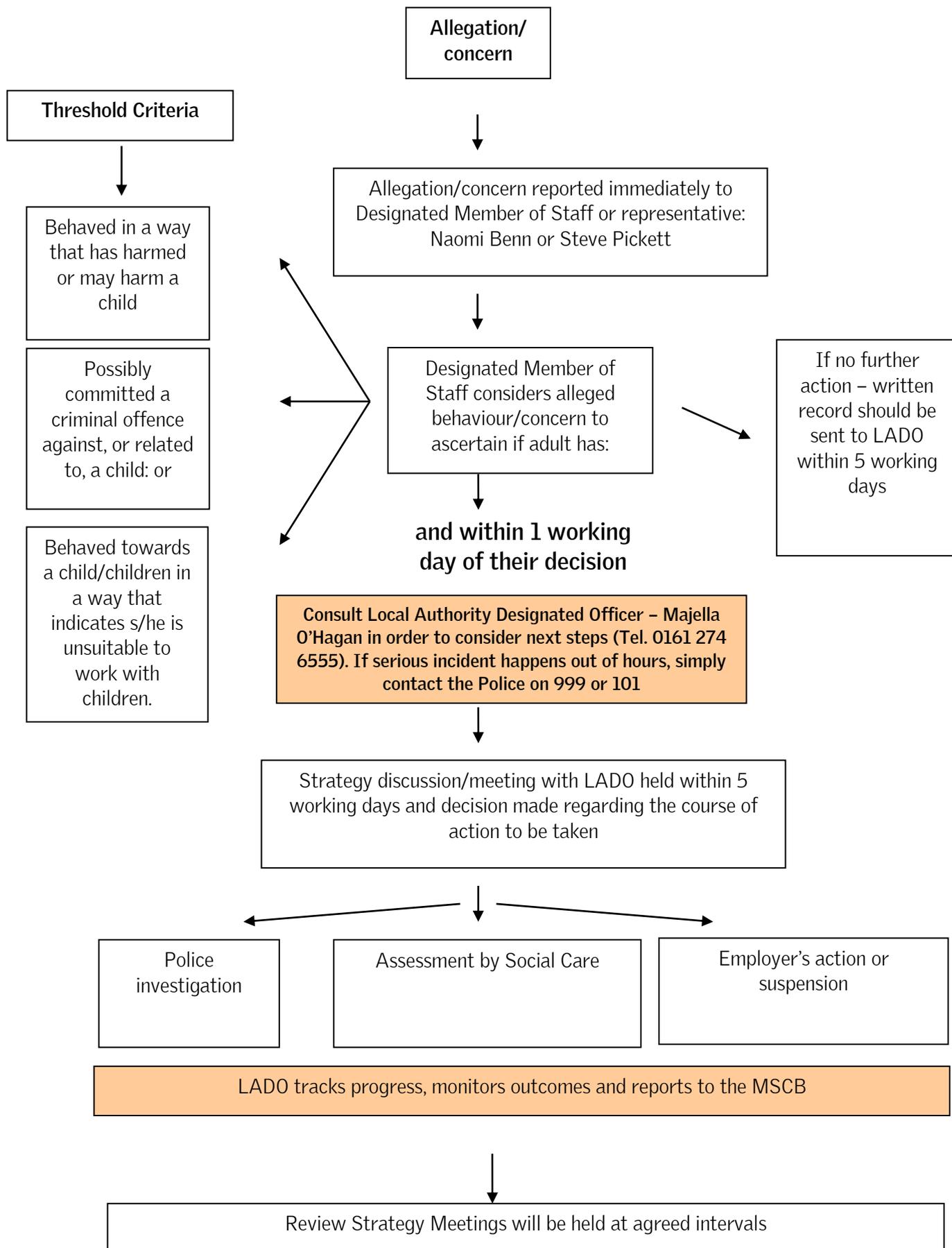
- Bolton Children's Services: North, tel: 01204 337 408; South, tel: 01204 337 729; West, tel: 01942 634 625. Emergency Duty Team (for out of office hours), tel: 01204 337 777.
- Bury Children's Social Care, tel: 0161 253 5454. Bury Social Care Emergency Duty Team (for out of office hours), tel: 0161 253 6606.
- Cheshire East, tel: 0300 123 5012 during office hours or 0300 123 5022 out of office hours.
- Cheshire West and Chester, tel: 01606 275 099 during office hours or 01244 977 277 out of office hours.
- Manchester Contact Centre, tel: 0161 234 5001 (24-hour service).
- Oldham Children's Assessment Team, tel: 0161 770 3790 during office hours or 0161 770 6936 out of office hours.
- Rochdale Children's Social Care, tel: 0845 226 5570 during office hours or 0845 121 2975 out of office hours.
- Salford Multi-Agency Safeguarding Hub (includes Children's Services), tel: 0161 603 4500.
- Tameside Children's Social Care, tel: 0161 342 4186 / 4199 / 4222 / 4477 during office hours or 0161 342 2222 outside office hours.
- Trafford Children's Services, tel: 0161 912 5125.
- Stockport Children's Social Care, tel: 0161 217 6028 during office hours, or 0161 718 2118 out of office hours.

- Wigan Children’s Duty Team, tel: 01942 828 300 during office hours or 0161 834 2436 outside office hours.
- For all other local authority areas, search for the local authority children’s services website.

**Other useful contacts:**

1. Greater Manchester Police: 999 for emergencies, 101 for non-emergencies or [www.gmp.police.uk](http://www.gmp.police.uk)
2. Manchester Safeguarding Children Board, tel: 0161 234 3330 or [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)
3. Disclosure and Barring Service (DBS): [www.gov.uk/dbs](http://www.gov.uk/dbs)
  - To make a referral to the DBS: Helpline: 01325 953795 or [dbspartnerships@dbs.gsi.gov.uk](mailto:dbspartnerships@dbs.gsi.gov.uk)
  - DBS Customer Services: 0870 90 90 811 or [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)
4. Department for Education: [www.education.gov.uk](http://www.education.gov.uk)

## Appendix 8: Escalation Procedure





## Hallé Safeguarding Policy: Declaration

I have read the Hallé Safeguarding Policy and agree to abide by the terms of this policy at all times whilst working or volunteering with the Hallé Concerts Society.

.....  
Signature

.....  
Date

.....  
Name – please print

.....  
Address

.....  
Address

.....  
Address

.....  
Contact telephone number

**Please complete and return to:**

Alison Lever/Molly Kidd  
Senior PA (job share)  
Hallé Concerts Society  
The Bridgewater Hall  
Manchester  
M1 5HA