



## Patcham Silver Band Safeguarding Procedures

Patcham Silver Band as a member of Brass Bands England adopts these procedures as our guiding principles for safeguarding the welfare of all band members.

### Introduction

Safeguarding children, young people and adults with care and support needs within the Band is the responsibility of **ALL members** of the Band.

This document provides guidelines and information on the following sections:

**Section 1:** Information about types of abuse and issues around consent and mental capacity when dealing with possible abuse of adults

**Section 2:** An example of Safeguarding Policy

**Section 3:** Dealing with a Safeguarding Concern

**Section 4:** Welfare Officer Role Description

**Section 5:** An example of an Anti-Bullying Policy

**Section 6:** Guidelines for the use of Social Media

**Section 7:** Whistle Blowing Policy

## Section 1: Different types of abuse

### Abuse and Neglect of children

Abuse and neglect are forms of maltreatment of a child or young person. They may result in a child suffering or being likely to suffer significant harm. 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 another child or children. Government guidance 'Working Together to Safeguard Children' (2015) defines various forms of abuse, including:

#### 1. 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.

## 2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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.

## 3. Sexual abuse

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

## 4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

## 5. Emerging forms of abuse

As suggested under the 'Sexual Abuse' heading above, it should be noted that perpetrators are increasingly using online methods to access children and young people as well as to indulge in abuse by creating or downloading abusive images of them. Other forms of abuse that have come to public attention relatively recently have included the sexual exploitation of children and young people for commercial gain, forms of modern slavery, and abuse linked to cultural or religious belief (such as: Female genital mutilation (FGM), honour violence, forced marriage, radicalisation or abuse associated with a belief in spiritual possession).

## 6. Abuse of a position of trust

This is a legal concept within The Sexual Offences Act 2003. It involves an adult of 18 or over engaging in sexual activity with or in the presence of a child or young person under 18, where the older person is in a position of responsibility towards the child or young person in one of a variety of settings, including a 'workplace setting'. The concept also covers 'causing or inciting a child' to engage in sexual activity, and 'causing a child to watch a sexual act'.

### 6.1 Responsibilities under Working Together to Safeguard Children

Under Chapter 1 of this statutory guidance it is the responsibility of band leaders and those working with young members to share information and work together with statutory partners if they have concerns that a child or young person may be at risk of abuse or neglect. Once a referral has been received by a local authority children's social care team, they should, within one working day, make a decision about the type of response that is required and acknowledge receipt to the referrer. Feedback should also be provided to the referrer on decisions taken by the local authority. For example, the local authority, may take the view that the child and family are in need of support services, or may decide that the child is in need of protection. If a band believes that the position taken by the local authority is inadequate to protect the child or young person, we will consider escalating the referral within the Local Authority. It is not the job of bands to take a view on whether abuse has taken place or is at risk of taking place, nor is it the job of bands to conduct an assessment on this matter; this is the role of the statutory agencies such as the local authority and police.

## Abuse of adults

There are many different types of abuse affecting adults. They include:

### 1. Physical

This is 'the use of force which results in pain or injury or a change in a person's natural physical state' or 'the non-accidental infliction of physical force that results in bodily injury, pain or impairment'. It may include behaviours like the misuse of medication, inappropriate restraint or the use of inappropriate sanctions, as well as the actions more commonly associated with physical abuse (such as slapping, pushing etc.).

### 2. Sexual

Examples of sexual abuse include the direct or indirect involvement of the adult at risk in sexual activity or relationships which they do not want or have not consented to. Specific behaviours could include:



- rape
- indecent exposure
- sexual harassment
- inappropriate looking or touching
- sexual teasing or innuendo
- sexual photography
- subjection to pornography or witnessing sexual acts
- indecent exposure
- sexual assault
- putting pressure on the young adult to consenting to sexual acts

### 3. Emotional and psychological

This is behaviour that has a harmful effect on the person's emotional health and development, or any form of mental cruelty that results in mental distress, the denial of basic human and civil rights such as self-expression, privacy and dignity. Specific behaviours might include:

- threats of harm or abandonment
- deprivation of contact
- humiliation
- blaming
- controlling
- intimidation
- coercion
- harassment
- verbal abuse
- cyberbullying
- isolation
- unreasonable and unjustified withdrawal of services or supportive networks

### 4. Organisational

Institutional abuse is the mistreatment or neglect of an adult at risk by a regime, or individuals within settings and services, that adults at risk live in or use. It may include care or support provided in the person's own home. Such abuse violates the person's dignity, resulting in lack of respect for their human rights. It may range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

### 5. Discrimination

This type of abuse may include:

- discrimination based on gender, race, colour, language, culture, religion, politics or sexual orientation
- discrimination based on a person's disability or age
- harassment and slurs which are degrading
- hate crime

### 6. Financial and material

This is the use of a person's property, assets, income, funds or any other resources without their informed consent or authorisation. It may include:

- theft



- fraud
- internet scamming
- exploitation or coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- the misuse or misappropriation of property, possessions or benefits

## 7. Neglect and acts of omission

Examples of this might include:

- ignoring medical, emotional or physical care needs
- failure to provide access to appropriate health, care and support or educational services
- the withholding of the necessities of life, such as medication, adequate nutrition and heating

## 8. Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour like hoarding.

It should be noted that the legislation and guidance makes it clear that this list is not exhaustive and that those working with adults at risk should be open to the possibility of other forms of abuse.

## Consent and capacity: responsibilities under legislation and guidance affecting the safeguarding of adults

When statutory agencies consider whether a safeguarding response to an adult is needed under the Care Act 2014, they are required to examine three critical components: the person's need of care and support; their risk of, or experience of neglect or abuse; and their ability or inability to protect themselves.

These are not questions to which brass bands are expected to supply an answer. Rather, bands will seek advice from the local authority adult safeguarding team and will make a referral if necessary. It is also important to note that, even if the three critical components are not fully met, the person may still welcome and benefit from a preventative approach.

Managing issues of consent to the sharing of information is a critical difference between safeguarding children and young people under 18, and safeguarding those who are legally adults.

In its work with adults, bands can draw on set of national principles that reflects their approach to information sharing including consent, capacity and confidentiality, they are:

- Empowerment – supporting the adult to make their own decisions and informed consent
- Protection – support and representation for those in greatest need
- Prevention – it is better to take action before harm occurs, including signposting to agencies that can help
- Proportionality – proportionate and least intrusive response appropriate to the risk presented
- Partnership – local solutions through services working with their communities
- Accountability – accountability and transparency in delivering safeguarding



If someone gives consent to safeguarding information being shared, this should, where possible, take the form of something explicit such as signing a consent form.

Where someone who is capable of giving consent to information being passed on to a statutory safeguarding authority, declines to do so, bands should consider whether 'vital interests' are at stake under the terms of the Data Protection Act. For example, this may include situations where the adult is in imminent or serious danger, or another person is in danger (including a child of the person or any other child or adult) or a crime has been or is about to be committed. If a brass band feels that any of these circumstances may apply, a referral to the local authority should be made even without the consent of the person.

The Mental Capacity Act 2005 provides a statutory framework to empower and protect people who may lack capacity to make decisions for themselves. The principles of the Act state that an adult at risk:

- has the right to make their own decisions and be assumed to have capacity unless proved otherwise
- must receive all appropriate help and support to make decisions
- has the right to make eccentric or unwise decisions (in the opinion of others), and that
- decisions made on behalf of a person who lacks mental capacity must be done in their best interests and be the least restrictive of their basic rights and freedoms.

In addition, decisions are time and decision-specific. This means that a person may be able to make a certain decision, but not others, at a particular point in time. Decision-making ability may fluctuate over time.

Therefore, bands will also pass on information where it appears that the adult at risk may lack mental capacity to consent to this, or may be being coerced to withhold consent. The local authority will then consider who can obtain a 'best interests' decision and how it can be made.

Procedures advise that the local authority will do this after full consideration of the Mental Capacity Act Code of Practice and also of the extent of appropriate involvement from the family and/or carers of the adult at risk.

An assessment of their capacity should be made by a professional person qualified to do so. In making this assessment, consideration will be given by the local authority to seeking the support of an Independent Mental Capacity Advocate to support the individual who lacks capacity.

Any decision made on behalf of an adult at risk should weigh up and balance both the Mental Capacity Act and the Human Rights Act, to protect their best interests whilst respecting their rights.

A summary of the key elements can be found on:

[www.scie.org.uk/publications/adultsafeguardinglondon/files/protecting-adults-at-risk-in-london.pdf](http://www.scie.org.uk/publications/adultsafeguardinglondon/files/protecting-adults-at-risk-in-london.pdf)

## Signs and indicators of abuse of both children and young adults





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There may be many signs and indicators that a child or adult is being abused or is at risk. Equally, most of the signs are not themselves diagnostic of abuse (although some physical signs may lead to a positive diagnosis of abuse by a

medical professional). Equally, some children and adults who suffer abuse show no outward signs of what is happening to them.

At least as important as specific physical or behavioural signs are the way in which different signs and indicators may be clustered together or perhaps a change in a child's or adult's behaviour or appearance that cannot be easily explained in any other way. It is important to remember that a single agency or person is unlikely to pick up on all the signs that may be present in an abusive situation, and that concerns need to be shared to enable a referring agency to build up a clearer picture of what may be going on for a child or adult at risk.

For more information about signs and indicators of abuse of children and young people, go to the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

For more information about adult abuse, go to the SCIE website:

<http://www.scie.org.uk/publications/ataglance/69-adults-safeguarding-types-and-indicators-of-abuse.asp>



## Section 2: An example of a Safeguarding Policy

This policy applies to all members, volunteers or anyone working on behalf of [name of band].

### The purpose of this policy:

1. To protect children, young people and adults with care and support needs who are members of the band.
2. To provide staff and volunteers with the overarching principles that guide our approach to child protection

[Name of band] believes that a child, young person or adult with care and support needs should never experience abuse of any kind. We have a responsibility to promote the welfare of all children, young people and adults at risk and to keep them safe. We are committed to practice in a way that protects them.

### Legal framework

This policy has been drawn up based on law and guidance that seeks to protect children and adults at risk, namely:

- Children Act (1989)
- United Convention of the Rights of the Child (1991)
- Data Protection Act (1998) and subsequent data protection guidance
- Sexual Offences Act (2003)
- Children Act (2004)
- Protection of Freedoms Act (2012)
- Working together to safeguarding children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government (2015)
- The Safeguarding Vulnerable Groups Act (2006)
- The Human Rights Act (1998)
- The Children and Families Act (2014)
- Special educational needs and disability (SEND) code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government (2014)
- General Data Protection Regulations (European Union) (2017)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government (2015)
- The Care Act (2014)
- The Care Act (2014) Care and Support Statutory Guidance (specifically the safeguarding section of this)
- The Mental Capacity Act (2005)





### We recognise that:

- the welfare of the child is paramount, as enshrined in the Children Act (1989);
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse;
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues; and
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

In addition, bands are aware that they also have safeguarding responsibilities towards adult members, some of whom may be vulnerable at different times in their lives. The principles outlined above in relation to children, also apply to our work with adults. In terms of a legal framework, the arrangements for those over 18 are governed by the Care Act 2014. This Act stipulates that statutory safeguarding duties apply to an adult who:

- has care and support needs, and
- is experiencing, or at risk of, abuse or neglect, and,
- as a result of those care and support needs, is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

### We will seek to keep children, young people and adults safe by:

- valuing them, listening to and respecting them, ensuring that, in the case of adults, we work with their consent unless 'vital interests' [as defined in the Data Protection Act (1998)] are at stake, or the person has been assessed as lacking mental capacity [as defined in the Mental Capacity Act (2005)];
- adopting child protection and adult safeguarding practices through procedures and a code of conduct for and members and volunteers;
- developing and implementing an effective e-safety policy and related procedures;
- providing effective support and training for volunteers with responsibility;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and adult safeguarding with children, parents, volunteers and members;
- sharing concerns with agencies who need to know, and involving parents and children appropriately.

### Useful contact details:

Band Welfare Officer: **[insert name and phone number]**

Local police: **[insert details]**

Local authority children's social care department, including out of hours contact: **[insert details]**

NSPCC Helpline: 0808 800 5000 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

ChildLine: 0800 1111 (textphone 0800 400 222) or [www.childline.org.uk](http://www.childline.org.uk)

[Local authority adult social care department](#)

Brass Bands England Welfare Officer: 01226 771 015

We are committed to reviewing our policy and good practice annually.



This policy was last reviewed on: ..... (Date)

Signed: ..... (Band Welfare Officer)

## Section 3: Dealing with a safeguarding concern

### Ways that abuse might be brought to your attention:

- A child or adult might make a direct disclosure about him or herself.
- A child or adult might make a direct disclosure about another person.
- A child or adult might offer information that is worrying but not a direct disclosure.
- A member of the band or volunteer might be concerned about the appearance or behaviour of a child or adult at risk, or about the behaviour of someone (e.g. a parent or carer) towards a child or adult at risk.
- A parent or carer might make a disclosure about abuse that a child or adult is suffering or at risk of suffering.
- A parent or carer might offer information about a child or adult that is worrying but not a direct disclosure.

### When talking to a child or adult who has told you that he/she or another person is being abused:

- Reassure them that telling someone about it was the right thing to do.
- Tell him/her that you now must do what you can to keep him/her (or the person who is the subject of the allegation) safe.
- In the case of an adult with mental capacity, ask them if they will give their consent to the information being passed on to an external investigating agency.
- Let them know what you are going to do next (i.e. discuss the matter with the band Welfare Officer).
- Let the person tell their whole story. Don't try to investigate or quiz them, but make sure that you are clear as to what they are saying.
- Ask them what they would like to happen because of what they have said, but don't make or infer promises you can't keep.
- In the case of a child, give them the ChildLine phone number: **0800 1111**.
- In the case of an adult, check out whether they have anyone they can talk to about the matter; if not, tell them that they can talk to you (if you are willing for them to do so).

### Helping someone in immediate danger or in need of emergency medical attention:

- If someone is in immediate danger and is with you, remain with them and call the police.
- If the person is elsewhere, contact the police and explain the situation to them.



- If the person needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the person.
- You also need to contact the band's named Welfare Officer responsible for child protection/adult safeguarding to let them know what is happening.

A decision will need to be made about informing the person's family and the local authority children's social care department, and when they should be informed. If you have involved the police and/or the health services, they should be part of this

decision. Consider the welfare of the child or adult in your decision making as the highest priority. Issues that will need to be considered are:

- the person's wishes and feelings;
- in the case of an adult, their consent or the withholding of their consent, and whether there are 'vital interests' or mental capacity issues to consider;
- in the case of a child, the parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation);
- the impact of telling or not telling the parent or family;
- the current assessment of the risk to the person and the source of that risk;
- any risk management plans that currently exist.

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the flowchart at the end of this section.

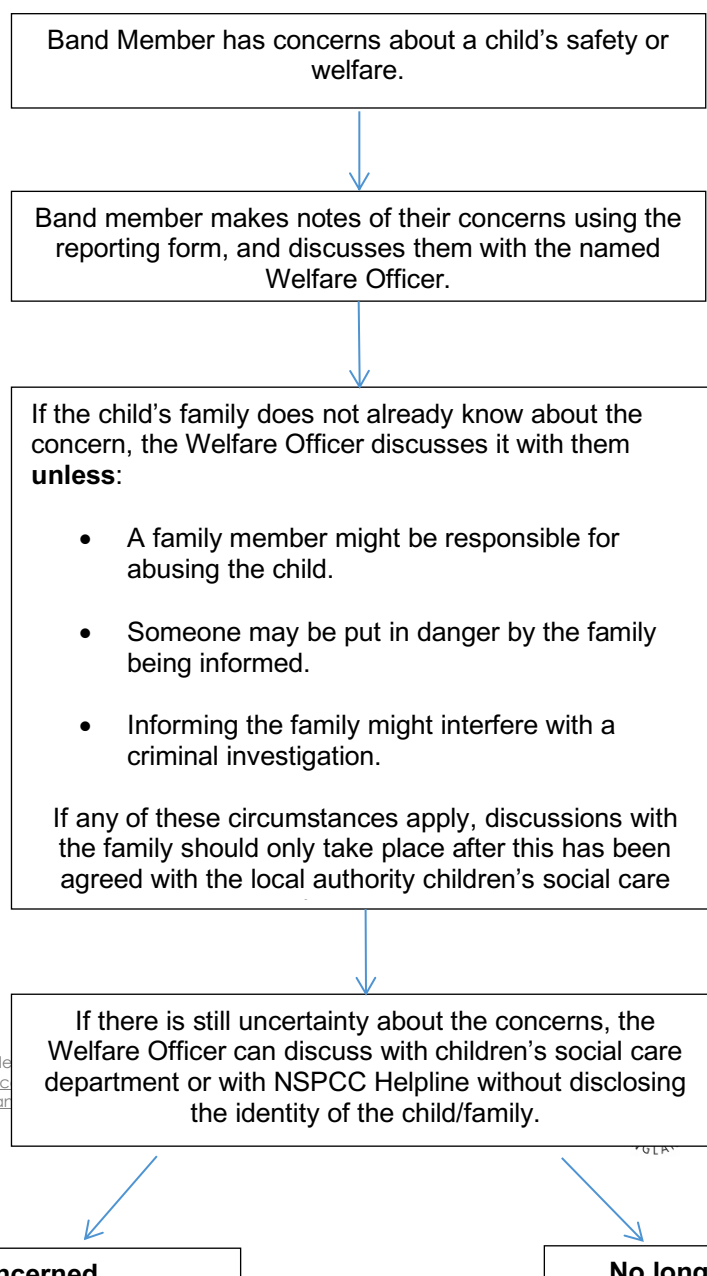
### **Keeping a record of your concerns**

It is important to keep a clear detailed record of events and communication in relation to the concern. It can be used to forward information to the statutory child protection or adult safeguarding authorities if a referral to them is needed. The form/log should be signed and dated by all those involved in its completion and kept confidentially on the person's file. The name of the person making the notes should be written alongside each entry.

### **Procedure for helping a someone not in immediate danger**

We aim to ensure that everyone within the band and any other children or adults at risk who may come to the attention of the band receive the protection and support they need if they are at risk of abuse.

This procedure provides clear direction to members and volunteers of the band if they have concerns that a child needs protection.



This procedure provides clear direction to members and volunteers of the band if they have concerns that an adult at risk needs protection.

Band Member has concerns about an adult's safety or welfare



Band member makes notes of their concerns using the reporting form, and discusses them with the named Welfare Officer.



The adult's views about what they would like to happen should be sought. With the consent of the adult, it may be appropriate to seek the views of their partner or carer, unless that person might be responsible for the abuse, or is coercing the adult, or seeking their views might put someone else in danger or interfere with a criminal investigation.

Unless the adult either clearly lacks mental capacity to consent to issues regarding the concerns, or is being coerced, or there are vital interests at stake, any steps taken should only be with their permission.

If any of these circumstances apply, discussions with a partner or family member should only take place after this has been agreed with the local authority adult social care department.



If there is still uncertainty about the concerns, or about questions such as consent or mental capacity, the Welfare Officer can discuss with the relevant adult social care department without disclosing the identity of the



**Concerned - the adult  
does not or cannot  
consent**

Band Welfare Officer seeks  
guidance from local  
authority adult social care  
department without initially  
disclosing identity of adult.

## Section 4: An Example of a Welfare Officer's Role Description

**Organisation:** [Name of band]

**Reports to:** Chairperson

### Purpose of the role

To take the lead role in ensuring that appropriate arrangements are in place at the band for safeguarding children, young people and adults at risk.

To promote the safety and welfare of children, young people and adults at risk, that are members of the Band, and other children and adults at risk, with whom the Band may come into contact.

### Duties and responsibilities

1. Make sure that all issues concerning the safety and welfare of children, young people and adults at risk, who are members of the band, are properly dealt with through policies, procedures and administrative systems.





2. Make sure that all players, volunteers, children/young people, adults at risk, parents/carers and the management committee are made aware of the procedures and what they should do if they have concerns about a child or adult at risk.
3. Receive and record information from anyone who has concerns about a child or adult at risk who is a member of the band.
4. Take the lead on dealing with information that may constitute a child protection or an adult safeguarding concern. This includes assessing and clarifying the information, and taking decisions where necessary in consultation with the Chair of the management committee and statutory child protection and adult safeguarding agencies.
5. Consult with, pass on information to and receive information from statutory child protection and adult safeguarding agencies, such as the local authority children's social care department, the adult social care department and the police. This includes making formal referrals to these agencies when necessary.
6. Consult with the NSPCC Helpline and/or the Brass Band England Designated Safeguarding Officer or other local contacts when such support is needed.
7. Report regularly to the management committee.
8. Be familiar with and work within local inter-agency child protection and adult safeguarding procedures developed by the local safeguarding children board and local safeguarding adult board.
9. Be familiar with issues relating to child protection and abuse, and adult safeguarding and abuse, and keep up-to-date with new developments in this area.
10. Attend training in issues relevant to child protection and adult safeguarding from time to time and share knowledge from that training with other volunteers and management committee members.

## Section 5: An example of an Anti-Bullying Policy

### We recognise that:

Bullying is behaviour, 'usually repeated over time, that intentionally hurts another individual or group of individuals, physically or emotionally'.

One person or a group can bully others;

Bullying can occur either face to face between individuals or groups or online, using information technology, such as computers or mobile phones;

### Bullying can include:

- verbal teasing or making fun of someone;
- excluding members from activities and conversations;
- pressurising other members not to be friends with the person who is being bullied;
- spreading hurtful rumours or passing round inappropriate photographs/images/drawings;
- shouting at or verbally abusing someone;



- stealing or damaging someone's belongings;
- making threats;
- forcing someone to do something embarrassing, harmful or dangerous;
- harassment based on race, gender, sexuality or disability;
- physical or sexual assault (although all sexual incidents and all but very minor physical incidents constitute abuse and must be dealt with in accordance with child protection and adult safeguarding procedures).

Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm. People are often targeted by bullies because they appear different from others.

**We all have a role to play in preventing bullying and putting a stop to bullying.**

### **The purpose of this policy is:**

- to prevent bullying from happening in our brass band, as much as possible;
- when bullying does happen, to make sure it is stopped as soon as possible and that those involved receive the support they need;
- to provide information to all members, volunteers, young people, adults at risk, and their families about what we should all do to prevent and deal with bullying.

### **We will seek to prevent bullying by:**

- Developing a code of behaviour that sets out the 'dos and don'ts' in terms of how everyone involved in the Band is expected to behave, both in face-to-face contact and online.
- Advertise and promote the band in a way that will help to attract members from diverse groups.
- Provide welcome information to new members and help them to settle in.
- Hold discussions with members, volunteers, young people, adults at risk and families who are part of the Band to ensure that they understand our anti-bullying policy.

### **When bullying occurs, we will respond to it by:**

- Having a clear anti-bullying procedure in place;
- Providing support and training for all Officers and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying;
- Addressing the issue from the point of view of the person being bullied, the bully, any bystanders and the band as a whole;
- Reviewing the plan developed to address the bullying, to ensure that the problem has been resolved;
- Avoiding any punishments that make the individuals concerned seem small, or look or feel foolish in front of others.

### **Monitoring and review**

[insert name and title] is responsible for monitoring the effectiveness of this policy.

This policy will be reviewed every two years.



The next review is due on: ..... (date)

## Section 6: Guidelines on the Use of Social Media

It is recognised that the internet provides unique opportunities to promote the band including vacancies and performances using a wide variety of social media, such as Facebook, Twitter and You Tube. These guidelines aim to protect individuals within the band and to encourage them to take responsibility for what they write, exercise good judgment and common sense. Inappropriate use of social media can pose risks to the band’s reputation, and can jeopardise compliance with legal obligations.

### **Band Websites and Social Media pages**

It is important that you have permission prior to posting images of band members on official and websites and social media pages. This permission can be obtained through the membership form.



Personal details such as phone numbers and email addresses should not be posted on the internet without the permission of the individual.

It is important to consider the age range of band members when posting images, and comments on pages and ensure that these are appropriate and in keeping with the band ethos.

Social media sites have different levels of security in relation to openness to the public and setting restrictions that do not allow posts to be shown without approval. It would be useful to discuss this as a committee and agree the most appropriate method for managing the site.

### **Individuals within the Band**

It would be best practice for adult members of the band not to be social media friends with children and young people who are members of the band. This is particularly important with social media forms that allow individual private communication. These members can still communicate with each through social media in a group setting such as the band's social media page or website.

Any content which raises a safeguarding concern should be reported to the Band Welfare Officer using the procedure outlined in the band's safeguarding procedures.

## **Section 7: Whistle Blowing Policy**

### **Aims and purpose**

The aim of this procedure is to provide a clear and transparent way for all members of the band to raise genuine concerns about acts of wrongdoing or malpractice within the organisation. It also aims to ensure that any concerns are dealt with effectively and in a timely fashion.

This procedure provides the Band Committee and specifically the Chair and Welfare Officer with steps to deal with allegations, ensuring that members and volunteers are not penalised for raising genuine concerns, even if those concerns prove to be unfounded. It also provides the means for taking disciplinary action against anyone who is found to have raised false concerns with malicious intent.

The procedure does not apply to child protection concerns, adult safeguarding concerns, or allegations about a member of staff or volunteer. Concerns or allegations of this nature should be dealt with by following the Child Protection or Adult Safeguarding Policy and Procedures, or the Procedure for Managing Allegations against or Concerns about Risk Posed by an Adult.

### **What to do if you wish to raise a concern about malpractice**

Speak to the Band Chair or Welfare Officer. If your concern relates to one of these officers, then it may be necessary for another committee member to also be involved to support the officer you have spoken to.

The officer you have approached should arrange to meet with you as soon as possible to discuss your concern. This meeting can take place away from the band room if necessary.

You will be told at the meeting, or as soon as possible afterwards, what action will be taken to address your concern. It may not be possible to tell you the full details of the outcome, as this could relate to confidential third party information. If no action is to be taken in relation to your concern, you will also be informed of this fact and given the reasons why.

- If you do not want the person you have concerns about to know your identity, you should make this clear to the officer dealing with your concern at the earliest opportunity. Every effort will be made to respect your wishes, but it cannot be guaranteed that your identity will not be disclosed. If this is the case, you will be informed and any issues you may have about this will be discussed with you.
- If you need support in raising your concern, you may bring another member or volunteer with you, however consideration should be taken to respect the confidentiality of the concern.

### **What to do if someone raises a concern with you about malpractice**

If someone tells you they are concerned about the actions of another member or volunteer, you should arrange to meet him/her as soon as possible. If you are not

the person responsible for dealing with these matters, you should establish why he/she has chosen to discuss the concern with you. You should then suggest that the person speaks to that officer and offer to support them to do this. You should not, however, refuse to hear what the person has to say.

You should approach the situation sensitively, recognising the discomfort that the person may feel. Offer to meet him/her away from the band room if he/she wishes, but ensure you are protected and not alone if this person is under 18. You should also remind the person with the concern about other sources of support available to him/her. Some are listed at the end of this document.

If the person reporting the concern wants his/her identity to be kept confidential, you should explain that this will be done if possible, but that it may not be achievable.

Make notes of your discussions with the individual, and check the accuracy of your notes with him/her.



## **Deciding what action to take**

Once you have established the nature of the concern, it may be of a relatively minor nature and you may decide to resolve it informally. If the concern appears more serious, you must consider first whether any immediate action is needed to protect children or an adult at risk. If so, you should check the child protection or adult safeguarding procedures to consider what action to take.

You should also consider whether there is a need to involve the police and/or other statutory services e.g. health. If so, you should contact the Welfare Officer (if this is not you) to discuss the matter further.

If you are not the person responsible for dealing with concerns i.e. Chair, Welfare Officer or other appointed committee member, you should refer the matter to the appropriate officer, who will decide what action to take.

## **Conducting an investigation**

Unless the matter is relatively minor and can be dealt with informally, the responsible officer should arrange for an investigation to be completed as swiftly as possible. The investigation should also be demonstrably thorough and impartial.

The scope of the investigation will be determined by the nature of the concern. Witnesses may need to be consulted and records may need to be scrutinised. It is also possible that advice may be needed from someone with specialist knowledge in the area of concern.

Once the investigation is completed, a report should be produced summarising the nature of the concern, the investigation process and the outcome, including specific recommendations. Take measures to preserve the anonymity of the person who raised the concern, if this has been his/her wish. If the concerns are not upheld, this should also be made clear. If the concern is upheld and the person at the centre of it is found to have been culpable or remiss in some way, the report's recommendations should be carried out using a clear plan of action. The plan may include the use of disciplinary action, training, coaching, counselling, the implementation of new policies or procedures, or a referral to the Disclosure and Barring Service and/or Local Authority if required.

If it becomes apparent during the course of the investigation that a criminal offence may have been committed, the police should be informed. Your own investigation may have to be suspended on police advice, if they decide that they need to become involved.

The person who raised the concern should be informed of the outcome, but not the details of any disciplinary action. It may be appropriate for the person who raised the concern to be offered support or counselling.

If the concern is unfounded and the person who raised it is found, through the process of investigation, to have acted maliciously or out of a desire for personal gain, it may be appropriate to consider disciplinary action against him/her.





## **Recording the concerns**

The responsible officer should make accurate notes of each stage of the process, including the discussions during meetings, regardless of whether the concern is dealt with formally or informally.

Copies of these notes should be given to the person who is the subject of the concern. The person who raised the concern should also be given copies of notes from his/her discussion. Notes made during the investigation and the report of the investigation, together with any notes relating to the outcome, should be kept securely and in a manner that complies with data protection requirements. If they were to be requested by an investigating authority, these notes should not reveal the identity of the person who reported the concerns.

## **Information and Support**

Dealing with an issue such as this may require external support. This could be gained through Brass Bands England, the NSPCC, a Local Authority Designated Officer for safeguarding, or Citizens Advice. Your policy should provide contact details of relevant national and local contacts that could support during this time.