



Creating safety

child protection
guidelines for the arts



Scottish Arts Council

Children
IN SCOTLAND

CLANNAN ALBA

working for children and their families



Foreword

The Scottish Arts Council recognises the importance of working with children and young people to develop a confident, cultured Scotland. We support this aim through a range of development and other initiatives.

The protection of our young people should be a matter of concern to us all and we are only too aware that the growth of arts education requires a responsible approach and a need for practical guidance.

This revised edition of the Creating Safety booklet comes at a time when the Scottish Executive is undertaking a major review of child protection in Scotland. There are some important developments happening under this review including the appointment of a Children's Commissioner and the publication of a national Children's Charter. In addition, a new piece of legislation, the Protection of Children (Scotland) Act 2003 has important implications for all organisations which provide services to children. This revised booklet highlights some of these changes and the implications for arts-based organisations.

We are pleased, therefore, that Children in Scotland, an organisation with a great deal of expertise in all policy matters relating to children and young people, has agreed to write these guidelines in partnership with us.

I hope very much that the information, suggestions and guidance in this handbook and the accompanying checklist card will be of value to those working in the field of arts education, encouraging good practice in a safe and supportive environment and highlighting positive actions to help protect young people participating in the arts.

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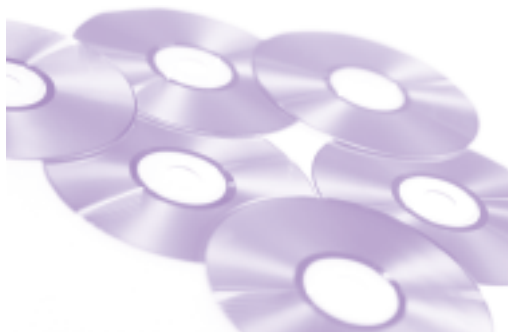
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1. Introduction

Statement of principles

The experiences of childhood form the foundations for one's whole life. Think back to your own childhood. What are the key moments you remember? What made you the way you are now? What were the best times? What were the worst times?

The arts can play a very important role in allowing children and young people to have the best possible experience of childhood and to develop to their fullest potential. The United Nations Convention on the Rights of the Child recognises this and states that **every child has the right to participate freely in cultural life and the arts.**

The experience of participating in the arts should be enjoyable and rewarding. In order for this to happen it is important that children and young people feel safe, comfortable and respected. The purpose of these guidelines is to assist those working in the arts to create the best possible environment in which children and young people can enjoy arts activities.

The key principles that underpin these guidelines are:

- the best interests of the child or young person must always be a primary consideration;
- all children and young people should be treated fairly and with dignity and respect;
- all children and young people have the right to protection from all forms of harm, abuse, neglect and exploitation;
- all children and young people have the right to express their views on matters that affect them.

Each individual or organisation that works with children and young people needs to think about whether these principles apply to the way that you work. These guidelines will provide practical suggestions as to how these principles can be incorporated into your working practices.

Child protection has to be a consideration of every person working with children and young people. As you read through the rest of these guidelines or as you turn to it for reference our hope is that the children and young people you work with will benefit from an enhanced experience of their participation in the arts.

2. Code of practice for working with children and young people

It is strongly advised that each organisation or freelance worker develop their own code of practice for working with children and young people. The areas you need to concentrate on will depend very much on the type of work you are involved in and the type of children and young people that you work with. Contained in this section are recommendations you should consider within your own code of practice.

There may be local agencies that could assist you in developing your own code of practice. Your local social work department may be willing to comment on any codes of practice that you prepare. You can get a list of all the Local Authority Directors of Social Work from the Scottish Executive's website at www.scotland.gov.uk. You should find the information in the section headed Support for children and families.

If your work takes you into places that may already have their own child protection policies (eg schools, youth groups, places of worship) ask for a copy of their guidelines before you go. This will help you to know in advance what the established procedures are.

We have based this section on the four key principles set out in the introduction on page 1.

Section 2.1 Best interests

The best interests of the child or young person must always be a primary consideration.

Section 2.2 Fairly and with dignity and respect

All children and young people should be treated fairly and with dignity and respect.

Section 2.3 Protection from all forms of harm, abuse, neglect and exploitation

All children and young people have the right to protection from all forms of harm, abuse, neglect and exploitation.

Section 2.4 Allowing children and young people to express their views

All children and young people have the right to express their views on matters that affect them.

More detail on specific issues is highlighted in later sections.

2.1 Best interests

Good **planning** is important for a wide range of reasons but it is particularly true when ensuring that the best interests of the child are taken as a primary consideration. Try to plan all your activities with a **best interests test**. At every stage of an activity you should be prepared to explain why a particular course of action would be in the best interests of the children or young people taking part.

Ask yourself:

Is what we plan to do in the best interests of the children and young people we are working with?

Best interests should include a consideration of ways to minimise the opportunities for children and young people to suffer harm of any kind.

- In Section 2.3 we consider issues of protection from harm.
- In Section 5.2 we consider supervision of staff and volunteers.

Appropriate behaviour

It's not only what you do but also the way that you do it! It is important to think about how a child or young person may interpret your behaviour. Appropriateness of behaviour will depend on the age and other characteristics of the children and

young people you are working with. It could also depend on the situation that you are in.

One issue that creates a lot of questions is that of appropriate physical contact. Physical contact (such as a hug) would be appropriate behaviour in certain situations (such as after a child has hurt himself/herself). Generally, physical contact will be appropriate if the child has initiated the contact and the adult and child are in a public place.

Ask yourself:

Is my behaviour appropriate for the children and young people I am working with just now?

Appropriate behaviour may cause you to think about the language you use or the tone of your voice. Remember that a primary consideration must always be what is in the best interests of a child.

2.2 Fairly and with dignity and respect

Children and young people can have a very strong sense of fairness. One young person said that it was important that adults are told: "to treat everyone the same. It doesn't matter what part you've got in the play - you shouldn't treat someone differently just because they're the lead part!"

Of course, there may be times when the needs of a particular child require that you treat them differently. But the way you treat children and young people must be seen to be fair.

The important thing to remember is to treat every child as an individual. You should never assume that all children and young people are alike. They may have particular needs due to:

- their religious, cultural or ethnic background;
- a disability;
- emotional and behavioural difficulties.

Vulnerable children and young people are often at more risk of harm than other children and young people are. In order to allow these children and young people equal access to participation in an activity you may need to make special arrangements.

Ask yourself:

Should I be aware of any religious or cultural sensitivities about this activity?

Are our activities accessible to all children and young people who want to be involved?

Do I have an adequate number of adults to provide support and supervision?

Discipline

Working with children and young people can be challenging and maintaining discipline is a common concern. Before commencing work with a group of children and young people you need to be clear in your own mind how you are going to deal with difficult behaviour.

Even if the children and young people are only meeting up for a short period it is worth spending some time at the beginning of the session to outline the rules and to ask them what they think the rules should be.

- Have a set of rules outlining acceptable and non-acceptable behaviour.
- Children and young people should be involved in developing the rules.
- All adults must also agree to abide by the rules.
- Ensure that you implement the rules fairly and consistently.
- **Never use any kind of physical punishment.**

The Scottish Executive has published a guide for parents in Scotland on *Children, physical punishment and the law*. Although written for parents, it may be helpful to staff and volunteers as it gives up-to-date information on the law as it relates to the physical chastisement of children. You can download a copy of the guide from the Scottish Executive's website at www.scotland.gov.uk.

2.3 Protection from all forms of harm, abuse, neglect and exploitation

It is important to remain constantly alert to possible sources of harm to a child. There are two aspects of protection from harm that are considered in these guidelines. This section refers to ways that you can reduce the risk of harm to children and young people while you are working with them. If you are concerned about what is happening to a child or young person outside of the time you are working with them please refer to Section 6.

As you would expect, a large part of the rest of these guidelines refers to issues of child abuse. Please make sure that you refer to:

Section 3 **What is child abuse?**

Section 5 **Recruitment and supervision of staff and volunteers**

Section 6 **What to do if you are concerned about a child or young person**

In developing your own code of practice you will need to make special provision on how to deal with child abuse. However, you should also consider taking steps to reduce the risk of harm in other ways.

Adult/child ratios

An obvious way of reducing the risk of harm to children and young people is to ensure that there is adequate adult supervision for any activities that you are involved in. The number of adults you have present will depend on:

- the number of young participants in the group;
- the age of those involved;
- the type of activity;
- the particular needs of any of the children and young people.

Most child protection guidelines recommend that there should be one adult for every eight children over the age of three years. When working with children under the age of three, you should have two or three adults for every eight children. These ratios provide you with some guidance. However, good judgement on your part is

also needed. If a certain activity warrants greater supervision then provision should be made for this.

There may be occasions where you are not able to have enough adults to adequately supervise a particular activity. It would be better to postpone the activity or reduce the number of participants involved than to risk going ahead with inadequate supervision.

Ask yourself:

Do I have an adequate number of adults to supervise this activity?

Health and safety

Depending on the size and type of the group that you are working with, you may be legally required to comply with health and safety legislation. Even if you do not have legal obligations it makes sense to carry out checks on the premises and equipment you use to avoid risk of accidents. For example:

- is there any object that has the potential to fall over and hit somebody?
- is all electrical equipment you are using safe to use?
- are you asking people to participate in activities that have potential dangers?
- are you intending to use any hazardous materials or liquids?
- do you have access to first aid facilities?
- is there a trained first-aider present or available?

It is important to be aware of any potential risks that do exist and then to take appropriate action. Examples would include protective clothing and extra supervision when using hazardous materials. In many instances, identifying risks will be a matter of common sense. If you cannot remove the risk then it will be important to warn the children and young people of the potential danger.

Make sure that the children and young people are aware of basic health and safety procedures. Some young people said that knowing what will happen (eg in case of fire) was helpful to their sense of safety and security.

In the event of any accidents occurring ensure that you have a procedure in place for recording the incident, any action that was taken and by whom.

Ask yourself:

Have I considered all the potential risks for this activity?

Bullying

Children and young people can also be at risk of harm from others of their own age. Bullying can take many forms and you need to think about how you will deal with any bullying that takes place amongst the children and young people you are working with. A clear message needs to be sent out that **bullying will not be tolerated**.

If bullying is taking place during the activities that you are running, there is a chance that the child will also be getting bullied in other settings. You may wish to take some time to talk to the child who is being bullied and suggest that they speak to his/her parents or teachers about what is happening to him/her.

Organisations should think about developing an anti-bullying policy. The best way to do this is to get everyone involved in discussions about what bullying is and is not; the types of bullying that people can experience and the steps that people want to put in place to tackle it. Advice on anti-bullying policy and practice can be obtained from Scotland's Anti-Bullying Network at www.antibullying.net and Children in Scotland can point you in the direction of training in this area: visit www.childreninscotland.org.uk.

Censorship

Alongside a child's right to participate in the arts and culture, it is also recognised that children and young people need to be protected from information and material that might affect their well-being. Working in an arts environment, it will be important to consider the appropriateness of the material that you are working with.

What is acceptable may also depend on the cultural and local nuances of a particular area or group of people. What may be considered appropriate in one area or community of Scotland may not be appropriate in another. If you are travelling with a piece of work then it would be advisable to consult on the content of the material with your hosts in advance.

Many successful arts projects with children and young people use imitation and repetition as tools for creative development. You should be very aware of the capacity for children and young people to imitate and act upon what they see and hear. Context will be very important for the use of any artistic material that may be considered unsuitable. Allowing children and young people to view unsuitable material of a sexual nature can be considered a form of sexual abuse.

If you are in any doubt it will always be safer NOT to use the material.

Exploitation

Giving children and young people the opportunity to take part in performances can greatly enhance their enjoyment of the arts. In some circumstances you may need to apply for a license from the education department of the local authority so that children can take part (required under section 37 of the Children and Young Persons Act 1963). Remember that there is also legislation that sets out how many hours a week that children are allowed to work. The purpose of this legislation is to protect children and young people from exploitation. It is worth bearing this in mind, even if children are involved in a voluntary performance. Try to ensure that your rehearsals and performances do not last too long, finish late at night or involve activities that may be damaging to their health or well-being in any way.

Internet safety

The internet is an important resource but it is open to abuse and can pose dangers to children and young people. Organisations which use the internet and give children and young people access to the world wide web should take the following steps to try to reduce inappropriate use:

- develop an internet safety policy which contains a set of rules for internet use;
- take advice on, and where required, install appropriate hardware and software devices which will enhance security;
- develop an internet agreement which is signed by parents where their child is under the age of 16 and by young people who are over the age of 16;
- display guidelines and rules for internet use next to every computer.

Although written for schools, the Scottish Executive's guide *ClickThinking: personal safety on the internet* provides advice and guidance which could be adapted by arts based organisations. Copies of the guide can be downloaded from the Scottish Executive's website at www.scotland.gov.uk/clickthinking.

Photographs and images of children

Photographs can be used as a means of identifying children when they are accompanied with personal information, for example the name of the child and the club/organisation/school which s/he is a member of. This information can make the child vulnerable to an individual who may wish to 'groom' the child for abuse. Also, photo images can be used or adapted for inappropriate use.

Guidance in this area suggests that:

- if photos of children are to be published, the name of the child should not be printed;
- if it is important to publish a child's name, this is not supported by a photograph;
- parents/carers and children should give their permission for images to be used.

A useful source of information on this issue is the website of the Child Protection in Sport Unit: www.sportprotects.org.uk.

2.4 Allowing children and young people to express their views

Enabling children and young people to express themselves is an important aspect of their involvement in the arts. The United Nations Convention on the Rights of the Child states that children and young people have the right to express their views on all matters affecting them. Participation in the arts is one way of ensuring this right is implemented.

You will also need to make sure that your work with children and young people allows space for them to express their views about activities they are involved in. Give some thought to ways that young participants can play as full a part as possible in planning and decision-making within your activities.

Allowing children and young people to express their views will not only assist in their enjoyment of the activities, it can also provide another route to ensure their protection. In an environment where children feel respected and listened to it is likely that they will feel more comfortable in letting you know about situations where they do not feel safe. It is a good idea to ensure that children are very clear about the procedures that should be followed should they wish to make a complaint about a staff member or volunteer.

2.5 Framework for a suggested code of practice

This section has covered some of the elements you would want to consider in setting out your own code of practice. If the type of work you do involves you working with organisations that have their own codes of practice (schools, youth organisations, etc), it would be advisable to be aware of their procedures before you start. Nevertheless, it is important that you and your own organisation are clear about the procedures you will follow and the measures you will take to ensure that children and young people you work with are in the safest and best possible environment in which to participate in the arts.

Make sure that you and all your staff or volunteers are fully aware of your own code of practice and that they are willing to follow it. Copies of the code of practice should also be available to parents. The Scottish Executive has suggested a checklist for parents whose children are involved in youth activities. We have reproduced this as an appendix to these guidelines.

You should also think about preparing a version of your code of practice that can be distributed to the children and young people you work with. The 13 statements which make up the recently launched Children's Charter (Scottish Executive 2004) provide a very good basis for writing your code of practice. The statements are from children and young people and are directed to the adults who work with and care for them:

- Get to know us.
- Speak with us.
- Listen to us.
- Take us seriously.
- Involve us.
- Respect our privacy.
- Be responsible to us.
- Think about our lives as a whole.
- Think carefully about how you use information about us.
- Put us in touch with the right people.
- Use your power to help.
- Make things happen when they should.
- Help us be safe.

It is always a good idea to involve colleagues, volunteers and the children and young people you work with in the development of your code.

When developing your code of practice it is important that you have access to your local authority's Child Protection Inter-Agency Guidance. The Inter-Agency Guidance will cover important issues such as 'signs and indicators'; how to handle disclosure of abuse and how to make a referral to the child protection agencies in your area. You can get copies of the guidance from your local social work department – see page three.

Some Child Protection Committees have written child protection guidelines especially for community and voluntary organisations. A good example of such a publication is Highland Child Protection Committee's *Child protection policies for your community group*.

Please note that the background information on child abuse is contained in Sections 3 and 6.

Code of practice - key points

- Plan all activities with the best interests of the children and young people as a primary consideration.
- Set out the standards of behaviour expected from all adults and children involved in the activities.
- Try to ensure that all people are treated fairly and with dignity and respect.
- Establish procedures for working with children and young people who have particular needs (for example, intimate care needs).
- Set out the appropriate adult/child ratios for each group of children and young people you work with.
- Establish a procedure for discipline and consider developing an anti-bullying policy.
- Apply health and safety checks to your premises and all your activities.
- Have a clear policy about appropriateness of material you use with children and young people.
- Establish standardised and consistently-applied recruitment and supervision policies for all staff and volunteers.
- Ensure that all staff and volunteers are aware of the nature of child abuse and how it can be identified through certain signs and indicators.
- Establish clear procedures for dealing with disclosures and/or suspicions of abuse.
- Establish clear procedures for reporting concerns to staff in the organisation and to the statutory child protection agencies.
- Designate a child protection person in your organisation.
- Provide opportunities for children and young people to be involved in decision making.
- Take every effort to avoid overworking children and young people.
- Develop an ethos where children, young people and staff enjoy themselves!
- Try to ensure that staff have access to regular training in child protection and welfare issues.

3. What is child abuse?

Child abuse facts

- In most cases of child abuse the child knows the abuser.
- Both boys and girls are sexually abused.
- Certain groups of children (such as those with disabilities) can be more vulnerable to abuse. Depending on their needs, other people may have to help them with their personal care and, if they have communication difficulties, they may find it very hard to tell someone that they are being harmed.
- Children very seldom make false allegations that they have been abused.
- A child is never to blame when he or she has been abused.
- In the year to 31 March 2002, 7,200 children in Scotland were referred to local authorities for child protection inquiries.

What is child abuse?

It is important for staff and volunteers to know how to recognise child abuse. It is equally important to remember that this does not mean you are responsible for deciding whether or not child abuse has occurred. It is your responsibility to report any suspicions or concerns that you may have about a child or a young person.

To feel confident in recognising and responding to child abuse, it is useful to have an understanding of what it is and the possible signs that a child or young person is suffering from, or is at risk of, abuse.

Child abuse occurs when a person in a position of trust and/or authority misuses this power over a child and causes him or her emotional and/or physical harm. This person could be a family member, or babysitter, or stranger, or community caregiver, and in some cases it could be another young person.

There are five recognised categories of child abuse. These primary categories are: physical injury, emotional abuse, neglect, sexual abuse, and non-organic failure to thrive.

Children and young people who live in homes where domestic violence occurs or with families affected by substance misuse can also experience harm and neglect and workers should be aware of the effects that such difficulties can have on children and families.

In Scotland, there are three statutory bodies that have the legal responsibility for responding to child abuse. They are the social work department, the police and the Reporter. (For a more detailed explanation of these agencies' statutory responsibilities see Section 4.) Any formal action that is then taken by one of the three statutory organisations will be based on the following definitions.

- **Physical injury**

Any deliberate act of physical harm to a child or young person by the person having care or charge over the child. This could also include a deliberate failure to protect a child from physical danger.

- **Emotional abuse**

Persistent and/or severe emotional ill-treatment or rejection of a child or young person. This may include: degrading name-calling, complete absence of affection towards the child or unrealistic demands for achievement being placed on a child and being intimidated by threats. This is often the most difficult to recognise, but it can have a profound effect on children and young people.

- **Neglect**

Failure to provide care, or exposure of a child to danger that seriously affects his or her health and/or development. This could include starvation and prolonged exposure to cold.

- **Sexual abuse**

Where children or young people are forced or persuaded to participate in any form of sexual activity by another person. This may include activities that children or young people do not fully understand and cannot give their consent to; and/or they have been coerced into participating against their will. Sexual abuse can range from people indecently exposing themselves to children, asking children to touch their genitals, to sexual intercourse.

- **Non-organic failure to thrive**

Children who significantly fail to reach normal growth and developmental milestones (that is, physical growth, weight gain, social and intellectual development) and there is no reasonable medical or organic explanation for this.

4. The legal framework

In order to gain a fuller understanding of some of the issues surrounding child protection it is useful to be aware of the legal framework that supports these guidelines. It is important that you are aware of your legal responsibilities and how they link with the recommendations made within these guidelines.

4.1 United Nations Convention on the Rights of the Child

The key principles that underpin these guidelines are based on articles within the United Nations Convention on the Rights of the Child. The UK ratified the Convention in 1991, thereby committing itself to ensuring that its laws and policies comply with the Convention. A large proportion of children's legislation passed since 1991 has taken account of Convention principles.

A summary version of the Convention is reproduced in an appendix to these guidelines.

4.2 Who are children?

These guidelines refer to children and young people. This means people who are under the age of 18. This definition is based on that contained within the United Nations Convention on the Rights of the Child.

However, you should be aware that in Scots law, legal responsibilities for some purposes define a child as up to the age of 16. If you are working with people between the ages of 16 and 18 you may want to make further enquiries as to whether or not you have the legal responsibilities. As suggested above, it is recommended that these guidelines are appropriate to use in work with children and young people up to the age of 18.

4.3 General responsibilities

The Children (Scotland) Act 1995 (section 5) states that an adult (over 16 years of age) who has care or control of a child under the age of 16 has the responsibility to: "do what is reasonable in all circumstances to safeguard the child's health, development and welfare".

You should assume that in most situations where you are in charge of children or young people that you also have "care or control". This provision is a positive duty to safeguard the child's welfare and applies in all situations apart from in schools. Education legislation places particular powers and duties on the education authorities whilst a child or young person is in school.

Criminal liability can arise where the adult: "wilfully assaults, ill-treats, neglects, abandons or exposes [the child] ... in a manner likely to cause [the child] unnecessary suffering or injury to health" (Children and Young Persons (Scotland) Act 1937, section 12). It is important to note that harm does not actually have to occur in order for there to be liability.

The Protection of Children (Scotland) Act 2003 will help to strengthen the safeguards already in place to protect children and young people. It applies to all organisations that appoint paid and volunteer workers to "child care" positions (as defined under Schedule 2 of the Act). The Act defines "child care" positions in a broad way. A definition that applies to many posts is:

"A child care position is a position whose normal duties include caring for, training, supervising or being in sole charge of children."

At the centre of the Act is the Disqualified from Working with Children List (the List) which holds the names of individuals who will commit an offence if they apply to work in "child care" positions.

The Act also places organisations under a legal duty to:

- refer an individual to the List where the grounds for referral are met;
- not appoint an individual who is fully listed to a "child care" position;
- remove an individual who is fully listed from a "child care" position.

For further information on the Act go to www.scotland.gov.uk.

4.4 Registration of day care (from 1 April 2002)

If you are working with children under the age of 16 you may be required to register with the Scottish Commission for the Regulation of Care. If you provide care for under-16s that is for more than two hours a day, and for more than six days a year, this may be counted as day care and as such would require registration under the Regulation of Care (Scotland) Act 2001. It is not the intention of this Act to regulate recreational clubs or groups such as uniformed organisations. However if you are unsure as to whether this applies to you, it is best that you check with the Scottish Commission for the Regulation of Care.

4.5 Statutory agencies

As pointed out above, everyone working with children and young people has a legal responsibility to safeguard children's welfare. Statutory agencies such as the police and social work departments have additional responsibilities. It is helpful to have an understanding of what these responsibilities are and who you should contact when you are concerned about a child or young person. Remember that your work with children and young people could make you aware of situations where a child or young person is in danger of harm and it is important that you feel comfortable working alongside the statutory agencies for the protection of children.

- **Police**

The police have a general duty to investigate where they believe that a criminal offence may have been committed. If they believe that a child may be in need of compulsory measures of supervision then they will refer the matter to the Reporter.

- **Social work departments**

The social work department of your local authority has statutory duties to protect children. If the social work department receives information that suggests a child is in need of compulsory measures of supervision (see page 22) it will make inquiries and pass on any information it discovers to the Reporter. The social work department may continue to be involved once it has passed information on to the Reporter.

If you ever have any concerns about a child, you should contact your local social work department in the first instance (see Section 6).

- **Reporter and Children's Hearings**

Children's Hearings are part of the Scottish system that deals with children and young people in need of protection and those who commit offences. **Anyone** (including you) can refer a child to the Reporter.

If a Reporter receives information that suggests a child may be in need of compulsory measures of supervision he or she will make an initial investigation. This information may be gathered directly or through the social work department or other agencies. If it appears to the Reporter that the child is in need of compulsory measures of supervision (see below) the Reporter will arrange a Children's Hearing.

If the Reporter decides that a Hearing is not necessary then he or she will inform the child and any other relevant person including the person who provided the information. The Reporter may also refer the case to the local authority and ask it to offer assistance to the child and his or her family.

Compulsory measures of supervision

Section 52 of the Children (Scotland) Act 1995 sets out the grounds upon which a child can be referred to a Children's Hearing. The list of grounds is fairly wide and includes situations where:

- a child has been abused;
- a child has committed an offence;
- a child has misused alcohol or drugs;
- a child has been missing school regularly.

5. Recruitment and supervision of staff and volunteers

Creating the best possible environment in which children and young people can enjoy arts activities depends very much on the adults that are working with them. The recruitment and supervision of staff and volunteers are therefore aspects that should be treated with the utmost care and consideration.

A good recruitment and supervision system in itself does not guarantee the safety of children and young people. Adequate checks on staff or volunteers need to form part of an overall code of practice for working with children and young people as suggested in Section 2.

It is possible that some arts workers will have had formal training in working with children and young people. For many, however, working in this field may be a very new experience. Even if the contact with children and young people is likely to be minimal, it is important to try and implement the procedures suggested. The consequences of failing to provide adequate checks in recruitment and supervision could be very serious.

Try not to see the adoption of comprehensive recruitment and supervision procedures as burdensome and a barrier to recruiting staff and volunteers. If you have good standards of practice in your organisation it is more likely that people will want to join and more likely that parents and carers will feel comfortable in allowing you and your staff to work with their children. Most adults who work with children and young people are aware of the reasons these procedures are put in place and are happy to co-operate with them.

If you are introducing these procedures for the first time you should also ensure that all current staff and volunteers complete the relevant forms, and provide names of referees etc.

5.1 Recruiting staff and volunteers

It does not matter whether you are paying somebody to work with children and young people or if he or she is volunteering. It is important to remember that anyone who applies to your organisation may have the potential to cause harm to a child or young person in some way. The same procedures must be followed consistently when any new person applies for a position that may involve direct contact with children and young people.

The suggestions below are in line with equivalent procedures set out in most child protection guidelines.

Remember: be **consistent** and **comprehensive**.

- **Give all staff and volunteers clear roles**

Before recruiting somebody, think through what you would want that person to do. What kind of skills will they require? What kind of person are you looking for? Set out a job description for every post within your organisation. This helps the member of staff or volunteer know what is expected of them.

- **Application form**

Every member of staff and every volunteer should complete a standard application form to ensure that you have all the relevant details. A copy of the job description and your code of practice for working with children and young people should be attached to every application form.

The sort of information you will require includes:

- ▶ an indication of any previous experience of working with children and young people;
- ▶ names of two referees – ideally one of whom should have knowledge of the applicant’s previous work with children and young people (if the applicant does not have such experience, ask for a reference from a reputable person who could comment on the applicant’s suitability);
- ▶ a declaration of any past convictions or cases pending (see below).

The form should also assure the applicant that all information will be treated in confidence.

- **Interview**

All applicants should undergo some kind of interview with representatives of your organisation. The purpose should be to explore the applicant's suitability compared to the job description and particularly his or her previous experience of work or contact with children and young people. If there is any reason for you to have concerns about the applicant's response take the time to explore the issue further.

- **References**

If you think that the applicant is suitable then you should ask their referees for a written reference. This should normally be followed up orally. Referees should always be asked to confirm that they have no concerns about the applicant working with children.

- **Disclosure checks**

The Protection of Children (Scotland) Act 2003 places organisations under a legal obligation to make sure that they do not recruit individuals to "child care" positions (as defined under Schedule 2 of the Act) who are fully listed on the **Disqualified from working with children** list. Individuals who are provisionally listed are not disqualified from working with children. The only way to get access to the names of individuals who are on the list is via a disclosure check at Standard or Enhanced levels. Disclosure Scotland provides disclosure information in disclosure certificates. The Central Registered Body in Scotland (CRBS) acts on behalf of the voluntary sector and processes requests for Standard and Enhanced disclosures (not Basic) through to Disclosure Scotland.

Registration is free of charge for voluntary organisations as are all disclosure applications made on behalf of volunteers working within the voluntary sector. A charge of £13.60 is applied to disclosure applications made on behalf of paid staff within the registered organisation.

Further details on disclosure checks can be obtained from Disclosure Scotland at www.disclosurescotland.org.uk and the Central Registered Body in Scotland at www.crbs.org.uk.

- **Trial period**

When an applicant is successful it should be standard practice that he or she goes through a trial period before the appointment is confirmed. This provides you with a chance to observe the applicant at work with children and young people and also gives the applicant a chance to decide whether this type of work is right for them. A good supervision system will assist both the applicant and the organisations throughout the trial period.

5.2 Supervision of staff and volunteers

When thinking about child protection issues, most people concentrate on the recruitment aspect. However, it is probably more important that you set up a supervision system for all staff and volunteers. Such a system should go beyond simply watching how the staff and volunteers interact with children, although this will be part of it.

Supervision should provide an opportunity:

- to satisfy those in charge that the children and young people are safe;
- for the staff and volunteers to raise issues that they are concerned about;
- to identify training and support needs of staff and volunteers.

This may be best achieved through regular meetings with staff and volunteers on either a group or individual basis. Refer back to the code of practice in Section 2 and use the issues highlighted there as a basis for the sort of things to look out for.

The extent to which you will be able to implement these systems will depend on the size and nature of your organisation, but every effort should be made to incorporate as many of these suggestions as possible.

6. What to do if I am concerned about a a child or young person?

Arts programmes, by their very nature, encourage children and young people to express thoughts, feelings and emotions. It is possible that these types of activities will also allow for children to express personal things about themselves. This could be related to fears or concerns that they have as well; it could include disclosures of abuse. This makes it even more important for those adults working with children in the arts to be aware of child abuse and how to respond to children who may be suffering from some harm.

6.1 Designated child protection worker

It is good practice for organisations, no matter how big or small, to designate at least one person who has responsibility for dealing with allegations or suspicions of abuse. It should be clear to everyone in the organisation who this person is and how he or she can be contacted.

It would be the responsibility of the designated child protection worker to ensure that any formal referrals are made to the correct bodies (social work, police and/or the Reporter – see Section 4 for an explanation of their statutory duties). If staff and volunteers are unsure of something related to the well-being of a child, they should consult this person to determine the most appropriate course of action.

The person(s) in this very important position should also have the responsibility for staying current on any changes in practice or legislation that may have an impact on the organisation's child protection procedures.

Staff and volunteers should also be aware of who they can contact outside their organisation, should there be any reason why reporting a concern or an incident to someone inside would be problematic. This may be more of an issue for smaller organisations or, for example, in cases where an allegation is made against the designated child protection worker.

There are various ways that you might learn of a child or young person who is suffering from harm or that may be at risk of suffering from harm.

- You may observe something about the child that causes you concern. For example, the child could have a suspicious bruise, or he or she could consistently come to the programme inappropriately dressed for the weather or hungry, or you may have serious and persistent concerns about the child's personal hygiene. In these instances your concern should be raised if there does not appear to be a satisfactory explanation for the child's presentation.
- A child or young person may tell you that someone has mistreated or is mistreating them in some way. This is often referred to as disclosure of abuse. It is important to consider how to respond to children should they disclose information like this. This area is discussed in detail in Section 6.2.
- A child, young person or an adult may tell you about another child that he or she is concerned about.

6.2 How to respond to a child who has told you they have been harmed or they are being harmed?

Child abuse is something that can and does make many people feel uncomfortable. Most of us would not like to believe that an adult we know could cause harm to a child. But it can and does happen. There are things that we can do to help children and young people to feel safe and comfortable should they disclose abuse to us.

Here are some important things to remember in the event of a disclosure:

- Never promise a child or young person that you will not tell anyone what he or she has told you. Explain to the child or young person that, in concern for his or her well-being, you have to pass this information on but that it will be to as few people as possible. Tell the child who will be told and, to the best of your knowledge, explain to them what will happen next.
- Your reaction should be neutral and non-judgemental. If a child or young person is telling you about abuse they may have suffered, this can be difficult to hear but it is important that any reactions you might have are kept to a minimum. Remember that the child may be telling you about something scary

or frightening that has happened to them and your calm, neutral and supportive reaction is important.

- Do not press the child for more information. You should not ask any leading questions, for example "did your uncle Sam/aunt Sally do this you?" Allow the child to tell his or her story. You only need to establish the basics of what happened and what (if any) risk the child is currently at. For example, is the adult the child is talking about the one that they will be going home to today? You just need to establish how immediate any action taken must be.
- Keep in mind that the child may have been told not to tell anyone about this. Sometimes people who abuse children or young people will threaten further harm to them or to someone they care about, if they tell anyone. Reassure the child that they have done the right thing in telling you and that you and others are going to help them.
- There are lots of reasons why children may be afraid to tell, some of which are: they may have been bribed not to tell; they feel to blame for what has happened to them; they may have experienced actual or threatened violence from the abuser; and/or they may be afraid of what might happen to the abuser as this person could be someone they know and care about.
- As soon as possible after a child has told you his or her story, you should write it down as the child told it to you.
- Report this information to your designated child protection worker. It is the responsibility of this person to pass the information on to the appropriate authorities and to consult with them on any immediate action that should be taken to ensure the safety of the child or young person. In most cases, the report should be made to your local social work department.

6.3 What happens if a child makes an allegation against a staff member or volunteer?

This is perhaps one of the most difficult areas to consider. It is often difficult for people to accept that child abuse could occur within their own organisation and/or that someone they know and work with could cause harm to a child. Good practice in both the recruitment and supervision of staff and volunteers should be designed

in such a way that the risk of child abuse is reduced. However, the possibility of abuse cannot be eliminated and constant vigilance is necessary.

If a child or young person tells you that someone in your organisation has caused them harm, this should be treated in the same way as any other disclosure a child may make. The information should be passed on to the designated child protection worker and handled in the same fashion. This will ensure that the allegations are treated in a consistent and fair manner.

Staff and volunteers need to be made aware of the process and what will happen in the event of an allegation made against them. These procedures and processes are in place first and foremost to protect and promote the well-being of children, but they also provide staff and volunteers with the assurance that there is a consistent and predictable response to allegations of child abuse.

If an allegation is made against a staff member or volunteer, you should consider suspending the individual's work with the organisation until the situation has been investigated. If you are unsure of what action to take, it would be appropriate to seek the guidance of either the police or social work department (or both). Remember the most important thing to consider here is the well-being and best interest of the young person.

6.4 What steps do I take if I have concerns about a child or young person, but they have not actually told me anything?

As previously mentioned, you may be concerned about a child or young person although he or she has not actually made any disclosures or told you that anything is wrong. When children are being abused, they are often threatened and told to not tell anyone.

Sometimes, concern is raised about a child because of something that has been noticed. For example, they could have a suspicious bruise with no satisfactory explanation, or there could be a sudden and significant change in their personality and/or behaviour.

The following is a list of some of the things to look for that may indicate something is wrong:

- sudden withdrawal from others;
- suspicious bruises with unsatisfactory explanations (for example: hand or finger prints, bruising on the face or neck, lower back);
- extreme anger or sadness;
- fear of strangers;
- aggressive behaviour;
- attention-seeking behaviour;
- lack of self-esteem;
- inappropriate sexual behaviour for their age;
- self-injury;
- depression.

These are a few of the signs and indicators which could indicate that a child is being abused. There are many other indications and your local Child Protection Committee's Child Protection Inter-Agency guidance will list these. The guidance will also provide advice on how to respond to certain types of signs and indicators.

Signs and indicators do not conclusively mean that a child or young person is being abused; however they are reason for some concern. It could be that a child's grand-parent has passed away and the child is sad. There may be a perfectly good reason. However, we do know that children and young people who have been abused may sometimes react in some or all of these ways. These indicators characterise 'red flags' for adults to pay attention to.

If you are concerned about a child or young person ask his or her family if there is any reason why he or she may be acting out of the ordinary. If you continue to be concerned and you are unable to determine reasonable causes, discuss your observations with the designated child protection worker in your organisation. Trust your intuition and don't keep things to yourself.

If you are unsure, but suspect that a child or young person may be suffering harm, discuss it with your designated child protection worker. Don't keep suspicions to yourself. Remember it is not your role to determine whether or not abuse has taken place and you should always err on the side of caution.

6.5 Recording information

When a child or young person discloses something to you that causes concern it is important to clearly record this information. Any concerns about a child or young person should be recorded regardless of whether or not it will be ultimately passed on to the statutory authorities.

It is recommended that your organisation develops a recording mechanism that your staff and volunteers are familiar with. This form should be readily accessible. This ensures that consistent information is gathered about children and young people there may be concerns about, and it will act as a reminder of what information should be recorded.

The information should be written down immediately, or at least within 24 hours of the concern. The individual who had the concern or to whom the disclosure was made should be the one to record it.

The following information should be contained in the written report if known:

- date and time;
- name of person making the report;
- name and date-of-birth of the child or young person;
- as much family information as possible (names, addresses, phone numbers);
- nature of the concern;
- what the child actually said (if the child disclosed anything);
- any observations made that would support the concern;
- name of the alleged abuser.

Both the author and the designated child protection worker should sign this form. If the matter is then passed on to a statutory authority, this written information should be forwarded following any telephone contact with them.

6.6 Role of the social work department

The local authority social work department has the statutory responsibility to investigate and respond to all reports of child abuse. It may do this in conjunction with the police, if it is felt their involvement is appropriate and/or needed. You should make contact with your nearest department to establish its particular procedures for reporting concerns about children. The social work department has staff who are trained to investigate child abuse, assess risk and to develop safety plans for children and families.

What about defamation?

“Concerned adults are sometimes reluctant to report suspicions of abuse for fear that the person suspected will sue them for defamation if the allegation turns out to be unfounded.

To be defamatory, a statement must first of all be untrue. Even if subsequently shown to be untrue, the statement will be protected by ‘qualified privilege’ if it is made to the appropriate authority ‘in response to a duty, whether legal, moral or social or in the protection of an interest’. Unjustified repetition of the allegations to other persons will not be protected by privilege.

The qualification on privilege refers to statements motivated by malice. If a statement, even to the appropriate authority, can be shown to be not only untrue, but motivated by malice, then an act of defamation could be successful.”

If you are still concerned about defamation you are advised to seek legal advice.

(extract taken from Guidelines on Child Protection prepared for the independent schools in Scotland by Kathleen Marshall BA (Hons) LLB)

Next steps – training and further information

These guidelines are as up-to-date as possible but there are frequent moves to improve policy and legislation relating to child protection. This is an area of law and practice that can and will change and you will need to ensure that you keep up-to-date with the latest developments.

All adults working with children and young people should have training to accompany their reading and understanding of these guidelines. Please contact Children in Scotland for details of training events directly related to these guidelines.

It is suggested throughout these guidelines that you adapt the content to meet the needs of your own situation. Ideally, you should have drawn up your own code of practice (Section 2). It therefore makes sense to ensure that there is an internal procedure for making staff and volunteers aware of what is expected of them.

The idea of formal training may not appeal to some staff or volunteers but the issue is too important not to be addressed at some level. If staff or volunteers would prefer to use these guidelines as their main source of information then make sure that they have a good understanding of what is written.

For further information:

If you would like further information on any of the issues raised in these guidelines you may wish to contact one of the following organisations.

Children 1st

Children 1st, The Royal Scottish Society for Prevention of Cruelty to Children, works to give every child in Scotland a safe and secure childhood. Its main areas of work include: supporting families under stress; protecting children from harm and neglect; helping children recover from abuse; and, promoting children's rights and interests.

Children 1st, Melville House, 41 Polwarth Terrace, Edinburgh EH11 1NU
Phone: 0131 337 8539 Fax: 0131 346 8284 www.children1st.org.uk

ChildLine

It is always worth reminding children that they can call ChildLine for free if they have anything that they want to talk about. ChildLine can also be written to at:

ChildLine Scotland, Freepost 1111, Glasgow G1 1BR

Helpline: 0800 1111

Parentline Scotland

This helpline is for parents and carers who need advice or support.

Helpline: 0808 800 2222

Children in Scotland

Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland. It will be able to assist you in accessing further information about child protection.

Children in Scotland, 5 Shandwick Place, Edinburgh EH2 4RG

Phone: 0131 228 8484 Fax: 0131 228 8585 www.childreninscotland.org.uk

Disclosure Scotland

Disclosure Scotland is responsible for issuing 3 levels of certificates known as "Basic Disclosures", "Standard Disclosures" and "Enhanced Disclosures". It aims to help employers and voluntary organisations in Scotland make safer recruitment decisions.

Disclosure Scotland, SCRO, 1 Pacific Quay, Glasgow, G51 1EA

Phone: 0141 585 8495 Fax: 0141 5858344 www.disclosurescotland.co.uk

Central Registered Body in Scotland

CRBS acts on behalf of the voluntary sector to process Disclosure applications for voluntary organisations. Registration is free of charge for voluntary organisations as are all Disclosure applications made on behalf of volunteers working within the voluntary sector.

CRBS, Unit 55, Stirling Enterprise Park, Stirling, FK7 7RP

Phone: 01786 849777 Fax: 01786 849767 www.crbs.org.uk

Scottish Commission for the Regulation of Care

Known as the Care Commission, this independent body has the responsibility to regulate all care services currently being regulated by local authorities and health boards.

Care Commission, Floor 8, City House, Overgate, Dundee DD1 1UH

www.care.commission.com

Local contacts

Please use this section to write down contact details for the people that you may need to contact at a local level.

Local social work department

Local police station

Designated child protection worker

Reporter

Appendix 1

Summary of the United Nations Convention on the Rights of the Child

(Taken from *What rights?* produced by UNICEF)

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13

Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to all parents and children. The Convention on the Rights of the Child has 54 articles in all.

Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights. A convention is an agreement between countries to obey the same law. When the government of a country ratifies a convention, that means it agrees to obey the law written down in that convention. The United Kingdom of Great Britain and Northern Ireland ratified the Convention on the Rights of the Child on 16 December 1991. That means our government now has to make sure that every child has all the rights in the Convention.

For copies of the UNICEF leaflet call the UNICEF Helpdesk on 0870 606 3377. Quote code: 32021.

For further information on the Convention, contact:

UNICEF, Africa House, 64-78 Kingsway, London WC2B 6NB

Phone: 020 7405 5592 www.unicef.org.uk

Appendix 2

Young people's involvement in youth activities: a checklist for parents

(Taken from *Protecting children – securing their safety*, Scottish Executive 2000 available on the internet at www.scotland.gov.uk)

Over half a million young people take part in Scotland's 11,000 youth organisations and clubs. There are 80,000 volunteers and 2,000 paid workers providing this essential service, representing a huge investment in our young people.

While youth organisations are constantly trying to strengthen their selection processes for recruiting leaders and improving their training provision, parents should assure themselves about standards before allowing their young people to join a club or group for organised activities.

The following information sets out some basic questions parents might ask about the status and credentials of the club and its leaders. Youth organisation leaders, many of whom are parents themselves, encourage and welcome this kind of parental interest.

10 questions to ask

1. **Does the youth group/club belong to a larger organisation like the Scouts, Guides, Boys' Brigade, Girls' Brigade?**

These umbrella organisations provide the group/club with access to professional support, training and advice – not all youth groups/clubs belong to an umbrella organisation or network – and if they don't you should ask for details about who runs the club; are they local parents/teachers; do they have any contact with other youth groups or the local council?

2. **Does the group/club have contact with the local council's community education or community services department?**

3. Is there a leaflet which gives basic information about the youth group/club, its aims, leaders, nature of the activities, cost, meeting day(s) and times of meeting (start and finish) including holidays? Is it established practice that parental consent is sought for outside visits, adventure activities etc?

4. Does the youth group/club have set procedures on the recruitment, training and management of workers/volunteers including training on protecting children and personnel?

These may have been established by the national organisation but local workers/volunteers should be aware of the criteria, have met the recruitment standards and have access to relevant training.

5. Are there adequate numbers of leaders (volunteers/paid staff) and is there a clear policy that there should be two adult leaders for an activity/meeting to operate safely?

There should always be two leaders on hand, with one the same sex as the group of young people in the club – and maybe you could volunteer to help!

6. Does the group/club have a formal constitution setting out its aims, management and financial policy and procedures?

Most youth groups/clubs have a management committee which meets on a regular basis with local parents among its members and an annual rotation and membership with nominations invited from parents of the young people involved in the group. This ensures a degree of parental supervision and input into the group's activities.

7. Are parents encouraged and welcomed to visit the club, meet with those in charge and to view activities?

If not, parents should consider whether this gives cause for concern.

8. **Does the youth group/club have a first aid kit and emergency contact information in case of an accident?**
9. **Does the group/club have a policy to ensure the protection of children and young people and is the policy made available to parents?**

Leaders should have a clear understanding of the organisation's criteria for recruiting and selecting staff and guidance on planning work to minimise opportunities for abuse.

10. **Does the organisation have established procedures to handle complaints?**

This may be through a nominated member of a management committee or an independent party who is not directly involved in the running of the activity but there should be a named person within the organisation who can be contacted. Is this complaints procedure made clear to club members? Parents should encourage their children to tell them if there are any occurrences about which they are unhappy or uncomfortable.

What to do if you are not satisfied with standards or have a complaint

These sample questions are based on things which every worthwhile youth club or group should have. If you are not satisfied that the club or activity group has addressed these issues or does not have the necessary controls and procedures in place you could contact the management committee or the named individual who is responsible for dealing with complaints. If no complaints procedure exists or you fail to receive satisfaction, you should pass your concerns to the national organisation to which the club is linked or advise the local council community education or community services department.

This publication was researched and written by Jennifer Turpie and Douglas Hamilton for the Scottish Arts Council and Children in Scotland, September 2001 and revised by Sue Wheatley, Sue Wheatley Consultancy, in June 2004.

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For further information or to obtain extra copies of this publication please contact:

Scottish Arts Council

12 Manor Place

Edinburgh EH3 7DD

phone: 0131 226 6051

fax: 0131 225 9833

Help Desk: 0845 603 6000 (local rate)

email: help.desk@scottisharts.org.uk

website: www.scottisharts.org.uk

Championing the arts for Scotland.

Children in Scotland

Princes House

5 Shandwick Place

Edinburgh EH2 4RG

phone: 0131 228 8484

fax: 0131 228 8585

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website: www.childreninscotland.org.uk

Working for children, young people and their families.

Not-for-profit organisations are permitted to photocopy sections of this booklet for training/education purposes. This publication is also available as a downloadable file on the Scottish Arts Council and Children in Scotland websites.