



Safeguarding Vulnerable People Practice Guidelines and Procedures

RSCDS Glasgow will follow the good practice guidelines issued by The Royal Scottish Country Dance Society as follows:

Good Practice for Branches and Affiliated Groups

1. All workers who deal directly with children and/or vulnerable adults will hold the relevant clearance.
2. They will receive information on good safeguarding practice. All workers will receive a copy of the RSCDS Glasgow Safeguarding Policy procedures which can be found on the RSCDS website under Policies and Procedures and a copy of the RSCDS Glasgow Code of Practice for teachers, musicians and helpers.
3. All workers will be informed about the process to be followed in the event of concerns being raised about abuse/allegations of abuse. This will include who to contact in an emergency. (See Appendix 1)
4. An environment will be created and maintained in which all participants feel able to share ideas, views and any concerns with workers and in which, safeguarding policies and procedures are made available on request.

Recruitment and screening of volunteers

5. Where appropriate, volunteers will complete a registration form which includes the requirement for the appropriate level of disclosure to be obtained by the Branch.
6. Disclosure will be obtained prior to the volunteer engaging with vulnerable people on behalf of the Branch.
7. All information held regarding volunteers is confidential and will comply with the relevant Data Protection Act(s) regarding retention and disposal of personal data.

Good Practice Guidelines for Workers

The following examples of good practice are recommended. The list is not exhaustive:

- Always work in an open environment with at least one other adult present (avoid one-to-one or unobservable situations)
- Treat everyone with respect and dignity (no favouritism or discrimination)
- Always put the welfare of participants first
- Promote an open culture, to encourage discussion of ideas and concerns
- Maintain a safe and appropriate physical and psychological distance (avoid any inappropriate physical or verbal contact with others)
- Deal immediately with abusive behaviour e.g. bullying, ridiculing or taunting
- Check facts – don't jump to conclusions or make assumptions
- Be aware of and deflect attention-seeking behaviour
- Provide enthusiastic and constructive, rather than negative feedback
- Be aware that suggestive remarks or actions are never acceptable, even in jest
- Involve parents and carers, as appropriate
- Check for any medical conditions e.g. asthma prior to the class

- Ensure there is a fully maintained first aid box on site
- Record any accidents or injuries and any action taken
- Obtain permission for any photos taken
- Aim to be a good role model in all aspects of behaviour
- Do not believe, 'it could never happen to me'
- Obtain permission from dancer/parents/carers to hold, guide and direct participants. Tell participants exactly what you will do and why you will be doing it before any tactile demonstration, then ensure they agree and show no discomfort. Release the hold immediately after demonstration.
- Be aware that for specific events there may be additional guidelines. (This will be the responsibility of the event organiser.)

Guidelines for responding to an Allegation of Abuse

Recognition of abuse

The following may be indicative of abuse, individually or taken together:

- Unexplained or suspicious bruises, cuts or burns inappropriate to the age of the child/adult, particularly if situated on a part of the body not normally injured in accidents
- An injury for which the explanation seems inconsistent
- A vulnerable person describes what appears to be an abusive act involving them
- Someone (of any age) other than the vulnerable person expresses concern about the welfare of a vulnerable person
- Unexplained changes in behaviour e.g. becoming very quiet and withdrawn
- Inappropriate sexual awareness
- Inappropriate sexually explicit behaviour
- Distrust of others, especially of those with whom relationships might be expected to be close
- Difficulty in relating to others
- Variation in eating patterns, including overeating or loss of appetite
- Loss of weight, without reason
- Pattern of unkempt/dirty/dishevelled appearance
- Inappropriate or inadequate clothing/footwear

What to do:

- If you suspect a vulnerable person is being abused emotionally, physically or sexually, you should report the matter to the Safeguarding Team; alternatively the class teacher, event organiser, or Branch Secretary. Do not discuss with anyone other than those who need to know - maintain confidentiality at all times.

Refer on – do not investigate

Disclosure by a child, young person or vulnerable adult

If a vulnerable person wants to talk to you about abuse you should:

- Respond positively and advise that they can talk to you in confidence unless the information they are sharing suggests to you that they are at risk, when you will have to pass on the information. Never agree to keep a secret.
- Allow them to speak without interruption
- Let them know you take them seriously

- Accept what is said.
- Listen, keep questions to a minimum, do not interrupt or push for information
- Do not ask leading questions (i.e. those which suggest an answer)
- Be supportive, reassuring and non-judgemental
- Decide whether you feel there is a need for you to take any further action and, if so, explain clearly what you are going to do or what will happen next
- Make accurate notes as to what was said and what you did as soon as possible. Record date and time. Sign the notes and, if possible ask the child or vulnerable person to sign. Keep a copy for yourself
- Report the matter to the Safeguarding Team; alternatively the class teacher, event organiser or Branch Secretary.

Allegations made against RSCDS members or volunteers

- Immediately inform the Safeguarding Team; alternatively the Branch Secretary, or, if neither is available, the Branch Chair.
- Ensure no-one is placed in a position which could cause further compromise
- Record the facts as you know them on the Significant Incident form (see example below). Record date and time. Sign the form and keep a copy for yourself

Safeguarding Children and Vulnerable Adults – Definitions

As specified (in the UK) by The Police Act 1997 (Enhanced Criminal Record Certificates) (Protection of Vulnerable Adults) Regulations 2002/2010 and Disclosure (Scotland) Act 2020.

1.1.1 Child or Children

A person or persons under the age of 18

1.1.2 Vulnerable Adult

A person may be considered a vulnerable adult if they are 18 years or over and have either a learning or physical disability, a physical or mental illness or drug/alcohol addiction or a reduction in physical or mental capacity which leads to reduced ability to protect themselves from assault, abuse or neglect.

1.1.3 Disabled Person

The person can be considered to be a disabled person if they have a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions, a severe impairment in the ability to communicate with others or Impairment in the ability of a person to protect themselves from assault, abuse or neglect.

1.1.4. Abuse

Abuse and neglect are forms of maltreatment of a person. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children and vulnerable adults may be abused in a family or in an institutional or community setting,

Policy adopted: Document Review

These Guidelines will be reviewed regularly, at least annually if activities within the scope of this policy are being undertaken, or 3 yearly otherwise. They will be checked against national legislative requirements on a regular basis and signed off by the Chairman of RSCDS Glasgow.

Document Review History

Review Date: May 2024

Reviewed by: *Ian Johnson*

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