



Yoga Scotland

(incorporating the Scottish Yoga Teachers' Association)

CHILD PROTECTION POLICY

IMPORTANT TELEPHONE NUMBERS

ROLE	NAME	TELEPHONE NUMBER
Y S Child Protection Officer:	Diane Simpson	0131 466 4324
Your local authority's Social Work Child Protection Unit:		
Your local Police		

As from September 2007 Yoga Scotland insurance cover to teach children will be conditional on signing up to this document, and obtaining an Enhanced Disclosure Certificate

December 2008

CONTENTS

	Page
1.0 Introduction	3
2.0 The Legal Context	3
United Nations Convention on the Rights of the Child	
The Children (Scotland) Act 1995	
The Protection of Children (Scotland) Act 2003	
Regulation of Care (Scotland) Act 2001	
3.0 Yoga Scotland Policy Statement	5
Responsibilities and Principles	
4.0 What is Child Abuse?	6
Definitions of Abuse	
Indicators of abuse	
Vulnerable Sectors of Society	
5.0 Promoting Good Practice	9
Appropriate Behaviour when working with children/young people	
Behaviour Management	
Fairly with Dignity and Respect	
-Equal opportunities	
-Personal care	
Allowing Children to express their Views	
6.0 Protection from all forms of Harm, Abuse, Neglect and Exploitation	14
Recruitment of staff and volunteers	
Health and safety	
Bullying	
Guidelines for use of Photographic Equipment	
7.0 Responding to Alleged or Suspected Incidents of Child Abuse	20
Responding to Disclosure of abuse	
Responding to Suspicions of abuse	
Responding to Allegations of Past Abuse	
Recording Information	
Confidentiality	
Reporting procedures	
Whistleblowing	
8.0 Roles and Responsibilities	28
Roles, Responsibilities and Procedures of the Statutory Agencies	
Roles and Responsibilities and Procedures within Yoga Scotland	
-Internal Inquiries	
-Support for those involved	
9.0 Conclusion	30

APPENDICES

Appendix 1	Contact details
Appendix 2	Additional resources
Appendix 3	Enhanced Disclosure Information
Appendix 4	Good Practice and Hands-On Adjustment Consent Form
Appendix 5	Use of Photographs and Recorded Images Consent Form
Appendix 6	Child Protection Incident Recording Form

SECTION 1 INTRODUCTION

This document lays out both for Yoga Scotland as an organisation, and for its registered teachers, the guidelines, principles, practices and procedures to enable them to:

- a) provide a safe environment in which children can practice yoga
- b) act on complaints made about unsafe teaching practices for children
- c) recognise the symptoms of possible child abuse by third parties
- d) act on the recognition of above.

For the purposes of the Yoga Scotland Child Protection Policy a child is defined as being anyone under 18 years of age.

SECTION 2 THE LEGAL CONTEXT

In order to gain a fuller understanding of some of the issues surrounding child protection it is important to be aware of the legal framework that supports these guidelines.

2.1 United Nations Convention on the Rights of the Child

The principles embodied within the United Nations Conventions on the Rights of the Child, ratified by the UK government in 1991, underpin legislation and good practice in child protection matters. This policy reflects these principles which 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 have the right to be treated as **individuals**
- All children and young people have the right to be **protected 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**.

"Everyone under 18 years of age has all the rights in this Convention" *Article 1.*

For further information on the Convention contact:

UNICEF, Africa House, 64-78 Kingsway, London WC2B 6NB Tel: 020 7405 5592 www.unicef.org.uk

2.2 The Children (Scotland) Act 1995

This Act forms an important piece of legislation that is relevant to child protection. The Act has three overarching principles:

- **The welfare of the child is paramount**
- **The child's views must be considered**
- **No legal order should be made unless it is necessary for the child's welfare**

The Children (Scotland) Act 1995 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".

1

You should assume that in most cases where you are in charge of children or young people that you 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, 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 for there to be liability.

2.3 The Protection of Children (Scotland) Act 2003

The Protection of Children (Scotland) Act 2003 (PoCSA) aims further to improve safeguards for children by preventing unsuitable people from working with them. It applies to all organisations that appoint paid and **volunteer** workers to "childcare" positions who are caring for, training, supervising or in sole charge of children on a regular basis.

The Act provides for Scottish Ministers to maintain a list of persons who are unsuitable to work in a childcare position as either paid employees or unpaid volunteers. The list is known as the **Disqualified from Working with Children List**.

The Act places a duty on employers to refer people to the List if they have harmed or put children at risk of harm **and** have been dismissed or moved away from contact with children as a consequence. It will be an offence knowingly to employ anyone on the List to work with children. The only means of establishing whether or not a person is on the List is by undertaking a Disclosure check. Those working with children should apply for an 'Enhanced'² Disclosure which will need to be countersigned by a Registered³ body.

Those on the List will be committing a criminal offence if they apply to work with children or young people. The Act contributes significantly to enhancing the protection of children. It should be stressed however that it complements rather than replaces other child protection measures. All organisations entrusted with the care of children and young people must undertake the full range of pre-employment checks. This applies to volunteers, as well as paid staff, and includes interviews, full investigation of the applicant's employment history, taking up references and a system of ongoing monitoring and supervision.

2.4 Regulation of Care (Scotland) Act 2001

If you, or your organisation, are working with children under the age of 16 and the care is more than two hours a day, and for more than six days a year you/the organisation may be required to register with the Scottish Commission for the Regulation of Care (Care Commission). It is not the intention to regulate recreational clubs or groups such as uniformed groups. However if you are unsure as to whether this applies to you, it is best to check with the Scottish Commission for the Regulation of Care. The Regulation of Care (Scotland) Act 2001 has led to the formulation of the Care Standards which act as guidelines to 'best practice'. Regardless of whether it is a requirement to register with the Care Commission, it is good practice to familiarise yourself and adhere to these standards. *See www.scotland.gov.uk*

It should be noted that legislation on child protection is rapidly changing and evolving. Yoga Scotland aims to keep its members up to date with such changes and how they impact on the work we do. Information will be available from the Yoga Scotland Child Protection Officer and when appropriate will be featured in the Yoga Scotland magazine and website. The Yoga Scotland Child Protection Policy will be reviewed and amended accordingly when deemed appropriate.

² Enhanced Disclosures provide information on both spent and unspent convictions AND any relevant non-conviction information e.g. police intelligence. A 'Standard' Disclosure provides information on both spent and unspent convictions only. A 'Basic' Disclosure provides information on spent convictions only.

³ The registered body that acts on behalf of Yoga Scotland members is the Scottish Disclosure Advisory Service. See Appendix 1 for full details.

SECTION 3

POLICY STATEMENT

Yoga Scotland (incorporating SYTA) adheres to and abides by all ethical and legislative powers that protects the rights and welfare of all children and young people.

3.1 Responsibilities

Yoga Scotland:

- Believes that all children and young people regardless of age, gender, ability, race, creed, nationality, ethnicity, sexual orientation and/or social/economic status have a right to be protected from abuse.
- Accepts the moral and legal responsibility to provide a duty of care for young people and to implement procedures to safeguard their well-being and protect them from abuse.
- Respects and promotes the rights, wishes and feelings of children and young people.
- Requires Yoga Scotland registered teachers to adopt and adhere to Yoga Scotland's Child Protection Policy and Procedures.
- Will respond to any concerns and/or allegations appropriately and swiftly, and if deemed necessary implement the appropriate referrals and procedures.
- Is responsible for implementing this Child Protection Policy that protects and upholds the safe practice of teaching yoga to children. As a registered Yoga Scotland teacher you will be required formally to adhere to this document.

3.2 Principles

The guidance given in the procedures is based on the following principles:

- An adult has the moral and statutory duty for the care, custody and control of any child under the age of 18⁴ who is under their supervision.
- The child's welfare is paramount.
- All incidents of suspected/alleged poor practice and allegations will be taken seriously and responded to swiftly and appropriately.
- All young people, whatever their age, ability, culture, gender, language, race, ethnicity, religious belief, nationality, social/economic status and/or sexual identity have the right to protection from abuse.
- All young people have the right to enjoy the practice of yoga in a safe environment.
- All young people practising yoga with a Yoga Scotland teacher have the right to appropriate management, support, personal and social development with regard to their involvement in yoga.
- That it is the responsibility of the statutory child protection professionals to determine whether or not abuse has taken place. but it is everyone's responsibility to report any concerns.

SECTION 4

WHAT IS CHILD ABUSE?

To protect children effectively from harm, those who are working with them must be alert to, and recognise signs that may suggest abuse is taking place.

It is equally as important to remember that this does **not** mean that you are responsible for deciding whether or not child abuse has occurred. Even for those experienced in working with child protection, it is not always easy to recognise a situation where abuse may occur or has already taken place. Yoga Scotland teachers, staff and volunteers, are not experts at such recognition. They have a responsibility to seek appropriate professional advice whenever any form of child abuse is suspected or if they have any concerns about the behaviour of someone (an adult or another child) towards a child or young person. Any concerns about the welfare of a child or young person must be reported. See Section 7 which incorporates: Responding to alleged or suspected incidents of Abuse; Recording and Reporting Procedures.

4.1 Definitions of Abuse⁵

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

4.1.1 Neglect

Where adults fail to meet a child's basic physical and/or physiological needs. This includes failure to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. The likely result is the serious impairment of the child's health or development. Failure to meet basic needs may also include refusal to give children love, affection and attention. In the teaching of yoga, **neglect could include:**

- Failure to adhere to basic health and safety standards including undertaking a risk assessment of the premises and taking measures to eliminate or reduce any potential hazards that may impact on the health and safety of the children and young people.
- Failure to ensure that children are aware of any potential hazards and know how to respond appropriately e.g. in the event of fire
- Practising yoga in a room that is inadequately heated or excessively hot
- Lack of appropriate supervision i.e. failing to adhere to appropriate adult: child ratios
- Using techniques that are inconsistent with the age, gender or size of group/premises
- Allowing a child to be collected by an unknown adult or young person without prior knowledge
- Allowing a child to go home with an adult who is under the influence of drugs or drink and incapable of protecting the welfare of the child
- Failure to seek appropriate medical attention
- Failure to comfort a child in distress

4.1.2. Physical abuse

Where someone physically hurts or injures a child or young person by hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning or otherwise causing physical harm to a child. Failure to prevent physical injury, (or suffering) to a child. In the teaching of yoga, physical abuse could be:

⁵ Definitions are adapted from Department of Health (1999) *Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children.*

- If the nature and intensity of training and practice exceeds the capacity of the child's immature and developing body.
- Failure to challenge unsafe practice

4.1.3. Emotional Abuse

The persistent and/or severe emotional ill-treatment or rejection of a child or young person. This includes conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children or young people to feel frightened or in danger by being, threatened or taunted potentially resulting in the child feeling nervous and/or withdrawn. Some level of emotional abuse is involved in all types of ill-treatment of a child. As yoga teachers we should also be aware that emotional abuse may occur:

- if children or young people are subjected to negative criticism, sarcasm, humiliation, intimidation or racist comments
- if children or young people are shouted at
- if adults or other children, or young people, subject them to degrading name-calling or bullying
- If developmentally inappropriate expectations are imposed on children with regard to their age or their individual development

4.1.4 Sexual Abuse

Where children or young people are used by adults or other children (both male and female) to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing children pornographic material (books, videos, pictures) is also a form of sexual abuse. In Yoga:

- teaching techniques which involve physical contact with children could potentially create situations where sexual abuse may go unnoticed.
- The power of the teacher over children or young people, if misused, may also lead to abusive situations developing.

4.1.5 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.

4.2 Indicators of Abuse

Indications that a child may be being abused include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly situated in a part of the body not normally prone to such injuries.
- An injury for which explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Someone expresses concern about the welfare of another child.
- Unexplained changes in behaviour (e.g., becoming very quiet, withdrawn or displaying sudden outbursts of temper).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly with those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- The child is prevented from socialising with other children.
- The child displays variations in eating patterns including overeating or loss of appetite.
- Loses weight for no apparent reason.
- Becomes increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. **Remember it is not the responsibility of those working in yoga to decide that child abuse is occurring, but it is their responsibility to act on any concerns.**

Children and young people may be abused in a family, or in an institutional or community setting, by those known to them or, but more rarely, by a stranger. Their abuser could also be another young person within their own peer group.

4.3 Vulnerable Sectors of Society

There are certain sectors of society that may be more vulnerable to abuse.

4.3.1 Poverty

There is a growing awareness that children who live in extreme poverty may be socially excluded, live with domestic violence or be in an environment where alcoholism or mental health problems exist. Such children may be at greater risk of long term emotional abuse

4.3.2 People with Disabilities

There have been a number of studies⁶ which suggest children (or adults) with disabilities are at increased risk of abuse. Various factors contribute to this, such as stereotyping, prejudice, discrimination, isolation and a powerlessness of the person to protect themselves, or adequately communicate that abuse has occurred⁷

4.3.3 Racial Discrimination and Equity

Children from black and minority ethnic groups (and their parents) are likely to have experienced harassment, racial discrimination and institutional racism. Although racism causes significant harm, it is not, in itself, a category of abuse. However, this may be categorised as emotional abuse and recent legislation has made racism illegal. Equal treatment must be provided for all, regardless of gender, race or culture and we must endeavour to protect ethnic minority groups from racial harassment, racial discrimination and institutional racism.

⁶ Westcott, H (1983) *The Abuse of Children and Adults with Disabilities*, London, NSPCC

⁷ Kerr, A (1999) *Protecting Disabled Children and Adults in Sport and Recreation*. Contact Disability Sport England (Tel: 0207 7490 4919)

SECTION 5

PROMOTING GOOD PRACTICE

Yoga Scotland's Equity Policy and Code of Ethics and Conduct is constituted around the following:

- **Personal Responsibilities** -to demonstrate proper personal behaviour and conduct at all times and to be fair, honest and considerate to all students
- **Rights** -to promote and respect the rights, dignity and worth of every human being
- **Relationships** -to develop a relationship with students (and others) based on openness, honesty, mutual trust and respect.
- **Professional Standards** - to maximise benefits and minimise risks to students; to attain a high level of competence through qualifications and a commitment to ongoing training that ensures safe and correct practice..

These principles are consistent with some of the core principles behind the **United Nations Convention on the Rights of the Child; The Children (Scotland) Act 1995** and subsequent legislation that seeks to protect all children and young people from harm.

As Yoga Scotland seeks to promote good practice at all times, Section 5 and 6 are based around the key principles that link in with the aforementioned legislation in the following way:

Promoting Good Practice

- 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 express their views** on matters that affect them.

Protection from all forms of Harm

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

In Section 5 we explore:

- 5.1 **Appropriate Behaviour** when working with children and young people
- 5.2 **Behaviour Management**
- 5.3 **Treating people fairly with Dignity and Respect**
- 5.4 **Allowing Children to Express their Views**

5.1 **Appropriate Behaviour** when working with children and young people

Yoga Scotland registered teachers should demonstrate exemplary behaviour at all times. They should also be aware of the impact of their words and actions, and think about how a child or young person may interpret their behaviour. It may not necessarily be what you do but the way that you do it. From an ethical and legal point of view Yoga Scotland teachers have a duty to ensure that any verbal and non-verbal communication with everyone is positive and constructive. Any behaviour, words or actions which could be construed, by others or the child, as threatening, demeaning or sexual in nature is of very serious concern.

The following are commonsense examples of how to create a positive culture and climate within yoga that recognises the **best interests** of the child and young person as a primary consideration.

Good practice means:

- Always putting the welfare of the child and young person first.
- Recognising the developmental needs and capacity of children and young people i.e. avoiding excessive training or pushing them against their will.
- Using appropriate techniques that are consistent with factors such as group size, age and gender.
- Giving enthusiastic and constructive feedback rather than negative criticism

- Provide a positive role model by showing consideration, good manners and respect to and for others and adhering to the principles of yoga philosophy
- Never smoking or drinking in the company of children young people
- Not working with children or young people on a regular basis unless you are in possession of an Enhanced Disclosure Certificate

5.1.1 Physical Contact

While the best interest of the child and young person should always be a primary concern, as teachers of children and young people you should also be aware of the potential that allegations could be made against you and take the necessary precautions to protect yourself from such allegations. It is particularly important to be aware of what is deemed appropriate behaviour in relation to physical contact. It is possible to reduce situations for abuse and, at the same time, protect teachers and volunteers.

Physical contact for a young child particularly, would be appropriate behaviour in certain situations. If a young child has injured themselves or is in distress it may be appropriate to give them a hug to demonstrate care and provide reassurance. **Generally, physical contact will be appropriate if the child has initiated the contact and the adult and child are in a public place.**

Good practice means:

- Ensure you are never working alone or unsupervised.
- Always working in an open environment e.g. avoiding private or unobserved situations and encouraging feedback
- Maintain a safe and appropriate (non invasive) distance from the children and young people
- Involve parents/carers wherever possible e.g. for taking responsibility for their children in the changing rooms. If groups have to be supervised in changing rooms, always ensure teachers work in pairs.
- If you feel that you would like to teach with the aid of hands-on adjustment, written parental permission should be obtained before the class or series of classes start.
- Always ask a child or any student if you need to move them physically
- It is better not to adjust unless the child is practicing in an unsafe way and the instruction cannot be communicated in any other way, e.g. verbally or through demonstration.

Never

- Allow or engage in any form of inappropriate touching
- Share a room with a child.
- Do things of a personal nature for children or young adults that they can do for themselves.
- Invite or allow children to stay with you at home unsupervised.

Note: It may sometimes be necessary for teachers to do things of a personal nature for children, particularly if they are young or disabled. **These tasks should only be carried out with the full understanding and consent of parents (written) and the children or young people involved.** For further guidance on this see Section 5.3.1

5.2 Behaviour Management

Before starting work with a group of children and young people you need to be clear in your mind how you are going to manage behaviour and if necessary how to deal with difficult behaviour. You also need to be sure that the way you manage the behaviour ensures that the children and young people are **treated fairly and with their dignity and respect** irrespective of the challenges they may have given you.

It is worth spending a little time at the beginning of a session setting the ground rules. These should provide an agreed framework that safeguards the well being of the children and young people and contributes to creating an environment in which children's potential for learning and development is at its best. Promoting

good behaviour, valuing co-operation and caring attitudes will help children and young people develop a sense of responsibility and well-being for themselves.

If working in an educational, or group setting, it is likely that they will have their own Discipline or Behaviour Management Policy. You should obtain a copy of this and ensure it is adhered to.

5.2.1 Planning and Setting the Ground Rules

The importance of planning any class cannot be under stated. Good planning will create a stimulating environment and ensure that the children and young people are engaged throughout the session. Planning a class with an awareness of what is appropriate for the children's age/stage will help to alleviate boredom that could potentially result in poor behaviour. Allowing the children to have an understanding of what format the class will take will also help promote positive behaviour.

Good practice means:

- Establish a set of rules outlining acceptable and non-acceptable behaviour
- Endeavour to involve the children and young people in drawing up the ground rules
- All adults must also agree to abide by the rules and provide positive role models
- Always implement the rules fairly and consistently
- Understand age/stage appropriate behaviour
- Be able to differentiate between deliberate and accidental occurrences
- Use appropriate language and establish eye contact when talking to children and young people
- Praise and reward good behaviour
- If an unacceptable situation is occurring on a regular basis try to be one step ahead and take measures to try to prevent it reoccurring e.g. distraction
- Monitor and assess your planning and be flexible and ready to adapt, modify your plans if necessary

5.2.2 Managing Difficult Behaviour

Despite your best efforts to promote good behaviour there will be times when the children or young people will transgress and some form of discipline or sanction has to be applied.

It is important to acknowledge that there is often a cause and effect to unacceptable behaviour. To be effective in managing such behaviour it is a good idea to first identify the cause. This could include: boredom; tiredness; lack of attention; inconsistent responses to behaviour; problems at home or abuse etc. Try to be aware of any possible events that may have triggered an unacceptable response. Remember an adult must be seen to be **fair** however there are times when poor behaviour can be effectively dealt with by using strategies other than direct punishment:

- If a child is misbehaving as a means to gain attention - keep it brief and quiet, don't make a drama out of it i.e. don't feed or reward the behaviour in any way (it may be appropriate just to ignore the behaviour -providing they are not putting others at risk or simply say for example "not now and not here"). Give them the attention and lots of it when they behave well thus reinforcing good behaviour. In a yoga class they could get the attention by being asked to help demonstrate.
- Instead of saying "don't do that" say "why not do this"
- Use DISTRACTION as your tool as much as possible especially if you see a situation about to occur

Good Practice means:

- Always give a firm warning and follow through on any action
- Rebukes should be **SHORT, SHARP** and **CALM**
- Ensure the consequences are appropriate for the deed
- Explain **WHY** their action is unwelcome
- Ensure it is the 'deed' that is being criticised **NOT** the child
- It may be necessary to remove the child from the scene or take 'time-out' when they can be encouraged to sit and observe the class rather than partake. This will help a child to find space and calm and come to terms with the situation.

- Always show you respect and value every child what ever their behaviour
- Never**
- Shout, raise voice, humiliate, intimidate, ridicule, threaten or make a child or young person feel unwanted or undervalued by an adult
 - Use a naughty chair or isolate the child in any way as this can lead to labelling

The way an adult handles children's behaviour determines the way they behave!

Note: 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 familiarise yourself with this 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

5.3 Fairly with Dignity and Respect

Yoga Scotland has a commitment to respect and promote the rights, wishes and feelings of children and young people. It is committed to treating all children and young people **equally, with fairness, dignity and respect**; building balanced relationships based on mutual trust which empowers children to share in the decision-making process.

"Children and young people growing up with a positive self-image and high self esteem are less likely to become victims of abuse or become bullied. They are more likely to have the confidence to deal with threatening situations more effectively" *SPPA Child Protection Guidelines 2005*

5.3.1 Equal Opportunities

Every child and young person's individuality should be acknowledged, respected and embraced regardless of any additional support needs they may have. While there may be times when the needs of a particular child require that you treat them differently, the way you treat children and young people should always 'be seen to be **fair**' (children and young people will be the first to pick up if anyone is treated differently).

At all times respect should be shown for any differences particularly those that relate to:

- A religious, cultural or ethnic background;
- A disability
- Emotional and behavioural challenges.

To ensure these children and young people have equal access to participating in yoga it may be necessary to make special arrangements e.g. more adult support and supervision, props, dietary requirements etc.

"Children who have any kind of disability should have special care and support so that they can lead full and independent lives" *Article 23 United Nations Convention of the Child*

When working with children and young people, (and in some cases adults) with additional support needs:

Good Practice means:

- Always put the welfare of the child and young person, or vulnerable adult, first
- Try to gain an understanding of their condition
- Undertake any further training or study to enable you to work effectively and safely
- Discuss how they are feeling and encourage feedback
- Endeavour to access any equipment that may promote their enjoyment and health and safety
- Always take great care
- Give them permission to opt out if they so wish

Never

- Do anything that they don't feel happy with

5.3.2 Personal Care

It may sometimes be necessary for teachers to do things of a personal nature for children, particularly if they are young or disabled. **These tasks should only be carried out with the full understanding and consent of parents (written) and the children or young people involved.**

Good practice means:

- Allowing the child to care for him/herself as far as possible. Avoid any unnecessary physical contact.
- Being aware of, and responsive to, a child's or young person's reactions
- If a child is fully dependant on you, talk with him/her about what you are doing, give choices where possible and respect their views.

Children and young people have the right to be treated with dignity, sensitivity and respect, and in such a way that their experience of any intimate care is a positive one.

5.4 Allowing Children to Express their Views

"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 12 United Nations Convention of the Rights of the Child*

Yoga Scotland teachers will encourage children and young people to express their views and feelings and to speak out if they are uncomfortable with the actions of other people. This should happen in an atmosphere of interest and respect

SECTION 6

PROTECTION FROM ALL FORMS OF HARM, ABUSE, NEGLECT AND EXPLOITATION

It is vital that we always remain alert to any possible sources of harm, abuse, neglect and exploitation of a child or young person. In this section we are going to look at how to reduce the risk of harm while working with children and young people:

- 6.1 Recruitment of staff and volunteers
- 6.2 Health & Safety
- 6.3 Bullying
- 6.4 Guidelines for Use of Photographic Equipment

6.1 Recruitment and Staff and Volunteers

Every adult working with children or young people on a regular basis should hold an **Enhanced Disclosure Certificate**. Employers should not allow you to commence work until you are in receipt of this certificate.

If you are working for a school or other organisation, your employer has a responsibility to ensure you are in possession of an Enhanced Disclosure that relates to that specific employment. They are liable for any failure to carry out adequate checks relating to your suitability to undertake the job you have been employed to do. Holding an Enhanced Disclosure Certificate does not necessarily mean that the candidate is 'fit for purpose' i.e. competent at undertaking the tasks they are to be set. All organisations entrusted with the care of children and young people must undertake the full range of pre-employment checks. This applies to volunteers, as well as paid staff, and includes interviews, full investigation of the applicant's employment history, taking up references and a system of ongoing monitoring and supervision. *See 2.3 The Protection of Children (Scotland) Act 2003*

If you are working in a self-employed capacity, Yoga Scotland now has the facility for its members to apply for Disclosure Checks through the Scottish Disclosure Advisory Service. For more information see Appendix 3 or telephone 01786 825313.

While Yoga Scotland is currently not directly responsible for the recruitment of staff, volunteers or students that work in childcare, anyone working with children and young people needs to be aware of their legal and ethical obligations to ensure the children in their care do not come to harm. There may be occasions when you will need to take responsibility for organising additional help, or supervision, with the class that you are running. Even if the contact with children and young people is likely to be minimal, it is vital that you implement procedures that will help to protect children. Failure to undertake adequate checks in recruitment of paid or unpaid staff/assistants could be very serious.

An Enhanced Disclosure Certificate⁸ should relate to that specific employment i.e. not to any former employment regardless of whether or not it was working with children. An employer cannot access the **Disqualification from Working with Children List** without the individual undertaking the Disclosure process. For more information see section 2.0 on Legal Context.

⁸ 'Enhanced' Disclosures provide information on both spent and unspent convictions AND any relevant non-conviction information e.g. police intelligence. A 'Standard' Disclosure provides information on both spent and unspent convictions only. A 'Basic' Disclosure provides information on spent convictions only.

6.2 Health and Safety

In this section we will be looking at how we can help to protect children by examining the following aspects of health and safety:

- **Premises**
- **Adult child ratios**
- **Safe Yoga Practice**
- **Accident & Incident Record**

Not only is it vital to adhere to good standards of health and safety to help protect children and young people, new Health & Safety legislation is increasingly being implemented. Yoga Scotland registered teachers have a responsibility to ensure they comply with all current legislation. For further information see www.healthandsafety.co.uk

6.2.1 Premises

Even if you do not have legal obligations, you should carry out regular checks (i.e. a risk assessment) on the premises and the equipment you use to endeavour to eliminate potential risk of accidents occurring. For example you may need to consider as a matter of:

Good practice:

- Is the room an appropriate size to safely practice yoga?
- Do you have appropriate adult supervision that can effectively support and meet the needs of the children? -see adult: child ratios Section 6.2.2
- Is it suitably heated or ventilated?
- Is it clean?
- Is the lighting appropriate? (e.g. strip lighting can effect those with epilepsy)
- Is the room cluttered or are there any objects that may create a potential hazard?
- Is the floor too slippery to practice safely?
- Do the children have access to non slip mats?
- Is the electrical equipment that you are using safe to use?
- Is the room secure?
- Are there members of the public likely to walk through?
- Are the children familiar with basic health and safety procedures e.g. what to do in the event of a fire etc
- Are toilets easily and safely accessible i.e. are they being used by other members of the public? Will the child have to access them alone?
- Do you hold emergency contact details for the children?
- Do you take a register? (you may be required to know exactly who is present at any given time in the event of an emergency)
- Do you have access to first aid facilities?
- Do you hold a current first aid certificate? If not is there a trained first-aider present or available?
- Do you have written parental consent to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment?
- Are you aware of any medicines being taken by participants, or of existing injuries?
- Keep a written record of any accident or injury that occurs, together with the details of any treatment given.
- Secure written parental consent if you are required to transport young people in your car.

6.2.2 Adult:Child ratios

The risk of harm to children and young people can be reduced by ensuring that there is adequate adult supervision i.e. appropriate adult:child ratios. The number of adults required may depend on:

- The number of participants in the group;
- The age of those involved
- The type of activity
- The particular needs of any of the children e.g. additional support needs
- The premises (a higher ratio may be required for 'awkward' premises)

The National Care Standards (www.scotland.gov.uk) recommend that there should be one adult for every eight children age three and over and one adult for every ten children over eight. These ratios provide you with some guidance and relate to 'normal' circumstances i.e. in a safe contained environment and where there are no additional support needs for the children. A minimum of two adults should be in attendance at any given time. Ratios may differ in educational establishments.

6.2.3 Safe Yoga Practice

In addition to the above

Good Practice means:

- Always putting the welfare of the child and young person first.
- Recognising the developmental needs and capacity of children and young people i.e. avoiding excessive training or pushing them against their will.
- Using appropriate techniques that are consistent with factors such as group size, age and gender.

6.2.4 Disabilities

See Equal opportunities section 5.3.1

6.2.5 Accident and Incident Record

Good Practice means:

- Always keep a written record of any accident or incident⁹ that occurs and advise the person in charge if working in an educational setting or organisation. If not:
- Advise the parents/carers of the child or young person of the accident/incident. Give them a copy of the record and get them to sign your copy.
- Recording -detail the events that led up to the accident/incident occurring and what actually happened; time, date and any witnesses together with details of any treatment given.
- For insurance purposes such records should be kept for three years.

Never:

- Apply creams or administer medication without the consent of the parent/carer.

Note: Accident and Incident Books can be obtained from your local stationery bookshop

⁹ An event or occurrence e.g. would include information about a child biting another child.

6.3 Bullying

Children and young people can also be at risk of harm from others of their own peer group through bullying. While incidents of bullying in a yoga class may be infrequent, Yoga Scotland teachers do need to be aware of how to recognise and deal appropriately with such issues. They also need to ensure that a clear message is sent out that **bullying will not be tolerated**.

6.3.1 What is Bullying?

Bullying is deliberate hurtful behaviour, often repeated over a period of time and in situations where it is difficult for those being bullied to defend themselves.

Bullying can take many forms, the four main types however are:

- **physical** pushing, hitting, kicking, theft or any use of violence
- **verbal** name calling, sarcasm, teasing, gestures, graffiti, racist or homophobic remarks
- **sexual** unwanted physical contact or abusive comments
- **emotional** being unfriendly, tormenting, excluding or isolating an individual from the activities

Although bullying often takes place in schools,¹⁰ research shows it can and does occur anywhere where there is inadequate supervision.

Bullies come from all walks of life, they bully for a variety of reasons and may have been abused themselves. Typically bullies can have low self-esteem, be excitable, aggressive and jealous. Crucially they have learned how to gain power over others.

6.3.2 Why is it important to respond to bullying?

The impact bullying can have on a child or young person can be significant causing considerable pain and distress to the victim and affecting their health and development and potentially causing long term harm.

6.3.3 Indicators of Bullying

There are a number of signs that may indicate that a young person is being bullied:

- Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go to school, or attend out of school activities.
- Becomes aggressive, disruptive or unreasonable
- Starts bullying other children or siblings
- Physical signs such as stomach aches, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing for example on food, cigarettes or alcohol.
- A shortage of money or frequent loss of possessions
- A drop off in performance at school.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and may need to be investigated.

6.3.4 Measures to help alleviate bullying

Good practice means:

- Creating an environment where children are encouraged to talk openly, express their views and feelings and share any concerns. See Allowing Children to Express their Views Section 5.4
- Involve the children in setting the ground rules, explore with them why they think bullying should not be tolerated and why they have a responsibility to report any bullying that they know is taking place (for their own protection as well as others)
- Send out a clear message that bullying will not be tolerated, and any incidents will be dealt with promptly and effectively.

¹⁰ 4% of secondary school children are bullied once a week.

6.3.5 Action if bullying is taking place/suspected

Good practice means:

- Take all signs of bullying very seriously and investigate all allegations
- If you are unable to deal with the incident yourself seek appropriate help and support.
- If deemed necessary report bullying incidents to staff, school teachers (depending upon the setting in which you are working)
- In cases of serious bullying, incidents should be recorded and parents informed
- Deal with any incidents promptly and effectively BUT:
- Do not jump to conclusions. Instead keep an open mind and be aware that events may not be quite as they appear on the surface. Be aware that the child or young person, that 'appeared' to have been doing the bullying may in fact be the victim (you can only establish this through investigation and asking the children what happened).
- Stop the bullying there and then with a short, sharp, calm rebuke. Discuss the incident quietly and calmly with both children independently and in private. If not appropriate during the yoga session try to ensure there is an opportunity after the class.
- Be aware that it could be attention seeking on the part of the bully in which case keep it brief and quiet, don't make a drama out of it i.e. don't feed or reward the behaviour in any way (e.g. "not now and not here") See Behaviour Management Section 5.2.2
- Be aware that both individuals have emotions at stake and both need support. The child, or young person doing the bullying may be a victim also and this is their way of being heard.

Once the facts have been established:

6.3.6 Support for the Victim

- Take action to ensure the victim is safe.
- Reassure the victim you can be trusted and will help them, although you cannot promise to tell no-one else.
- Take measures to ensure their future protection e.g. maintain a distance between the individuals concerned
- If bullying is suspected but not witnessed, encourage the child, or young person, to discuss the matter if not with you, then with his/her parent or teachers about what is happening to him/her so that they can offer on going support.

6.3.7 Support for the bully

- Discuss the matter calmly and quietly and maintain eye contact with them
- Try to establish the root cause of their action (they may need support on another issue)
- Encourage the child, or young person to reflect on how they feel about what has happened and how they think the other person must feel. (If they are young children they may need support in finding the words for their own feelings)
- Encourage them to explore why they behaved in this manner (remember it is their behaviour that is in question here not them as an individual -their own self worth is likely to already be fairly low)
- It may be appropriate to ask them if they feel happy within themselves.
- Ask the child or young person to reflect on the circumstances they find themselves in and invite them to come up with a solution as to how they might be able to fix it.
- The child should be encouraged to see that the solution to the problem lies with him/her and he's/she's got to be responsible for the outcome.
- Impose sanctions as necessary.
- Encourage and support the bully/bullies to change their behaviour.

Throughout the process listen, record, reassure and take appropriate action

Further advice on anti-bullying policy and practice can be obtained from Scotland's Anti-Bullying Network at www.antibullying.net and Children in Scotland has information about training: www.childreninscotland.org.uk

6.4 Guidelines on Use of Photographic and Filming Equipment

Yoga Scotland is committed to ensuring that all necessary steps are taken to protect children/young people from the inappropriate use of their images in resource and media publications, on the internet and elsewhere. Yoga Scotland wishes to promote positive images within the following guidelines, which must be followed if filming or photography of children is used in yoga classes and/or yoga events.

The aim of these guidelines is not to prevent persons from photographing or recording for legitimate purposes. The aim is to ensure that children are protected from the misuse of such images or provide opportunities for them to take or manipulate film and video footage in a way that could potentially harm children/young people or place them at risk of harm.

Images should convey the best principles and aspects of yoga, such as fairness and safety.

6.4.1 Why be concerned about Images of Children?

- Potential abusers could use images or information about children to identify, target, groom and abuse children
- Images could be downloaded, manipulated or used inappropriately by potential abusers.
- Publicity about a child's whereabouts, or activities, could put them at risk e.g. they may be fleeing from domestic abuse. There could also be other bona vide reasons for a parent not wishing such information be known.
- There may be legal restrictions on taking and using images (e.g. children subject to legal proceedings or children may be witnesses in criminal cases).

6.4.2 Ensuring a Child is not placed at Risk of Harm

Yoga Scotland members must take all reasonable steps to ensure a child is not placed at risk of harm by adhering to the following:

- Parents and children have a right to decide whether children's images are to be taken and how those images may be used. Always obtain written consent from the parent/carer and child (may only be verbal) if photographs or any other type filming/recording is going to be done. *See Appendix 5*
- If any of the material is changed from the time of consent, the parents must be informed and consent provided for the changes.
- Never include personal information that could identify the child e.g. their full name, address, phone number or e.mail address, particularly with publicity material.
- Children should always be seen wearing clothing appropriate to the practice or yoga.
- Images of children should never be demeaning, tasteless, provocative or exploitative in nature, nor should they be open to obvious misinterpretation or misuse.
- All images of children should be stored securely.

SECTION 7

RESPONDING TO ALLEGED OR SUSPECTED INCIDENTS OF CHILD ABUSE

This section of the document explores:

- 7.1 Responding to 'Disclosure' of abuse
- 7.2 Responding to 'Suspensions' of abuse
- 7.3 Allegations of Past abuse
- 7.4 Recording information
- 7.5 Confidentiality
- 7.6 Reporting Procedures
- 7.7 Whistle-blowing

To respond effectively to allegations and disclosure of abuse, we first need to consider what factors may lead you to suspect that child abuse may be taking place.

There are a number of ways that you may become aware of, or suspect, that abuse is taking place:

A child may tell you

- (i) A child's behaviour may indicate to you that he or she is being abused
- (ii) A child may show some signs of physical injury for which there appears to be no satisfactory explanation
- (iii) Someone may tell you that a child has disclosed to them that abuse is taking place, or that they suspect a child has been or is being abused
- (iii) A child may come to the class inadequately dressed and/or you may have concerns about a child's personal hygiene.
- (iv) The behaviour of a co-worker or the way they relate to a child may cause you concern

For more information see Section 4.2 Indicators of Abuse

By whatever means you hear about the abuse you should NEVER deal with it alone or do NOTHING. The primary responsibility of the person who first suspects, or is told there may be abuse taking place is to report it. See section 7.6 Reporting Procedures

7.1 Responding Appropriately to 'Disclosure' of Abuse

Any information that is given that relates to the possibility that child abuse may be taking place is termed as 'disclosure'

There are 6 fundamental principles you should always follow, irrespective of how you hear about the abuse that may, or may not, be taking place. Adhering to these principles will help to ensure that the well-being of the child remains a primary concern:

- **Stay calm**
- **Listen** and hear. Give time to the person to say what they want
- **Reassure them** that they have done the right thing in telling you
- **Record in writing** what was said as soon as possible
- **Report** to someone else as soon as possible
- **Record** your report

7.1.1 How to Respond to a child who has disclosed abuse

Responding to such situations is never easy, but when it is a child, or young person, that is 'disclosing' the abuse, it is even more important that you adhere to the following guidelines and deal with the matter sensitively and in a way that ensures the child is safe and comfortable.

You need to keep in mind that it may be extremely difficult for a child, or young person, to divulge information about abuse. This could be due to:

- Potential communication problems (e.g. the child is very young or has additional support needs)
- Being told by their abuser that they will not be believed
- They may have been threatened by their abuser
- They feel to blame for what has happened to them
- The abuser may be a close family relative and the young person feels a sense of loyalty
- The young person may fear family relationships breaking down as a result of divulging information and/or fear that the healthy aspects of the relationship will also finish.

Always:

- React calmly. Your reaction should be neutral and non-judgemental. What the child or young person is telling you may be difficult to hear but it is important that you ensure that any reactions you have are kept to a minimum. Remain calm, neutral and supportive. Be aware of non-verbal messages you may be giving off.
- Take what the child, or young person, says seriously.
- Keep questions to the absolute minimum to ensure a clear and accurate understanding of what is being said. Don't ask any leading questions. A question like "tell me what happened" could be used. Establish the basics of what has happened and what (if any) risk the child is currently in.
- Reassure the child that they have done the right thing in telling you and that they are not to blame for what has happened.
- Reassure the child that you are going to help them but in order to do so you need to share the information (with people that need to know). Tell the child who will be told -keep in mind that the child may have been told not to tell anyone about this. Explain to them what will happen next.
- Don't change your behaviour towards the child. Treat them as you always have.

Make a full record of what has been said, heard and/or observed as soon as possible. *See Appendix 6- Incident Record Form.*

Never:

- Ignore or put off acting upon such information
- Allow shock or distaste to show
- Press the child for more information than is offered
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser
- Make promises or agree to secrets
- Rush into actions that may be inappropriate, ALWAYS seek advice first

Next Steps

- Record.** As soon as possible make a written note of what was said -in the child's own words and without interpretation. -including anyone else that may have been present. *Section 7.4*
- Seek advice and guidance** from the appropriate person. *See Section 7.6* and
- Report** to the person in charge/ designated Child Protection Officer. *See Section 7.6* (reporting the matter should not be delayed by attempts to obtain more information)
- Record again.** Make a note of what you reported, to whom you reported it, when and where
- Confidentiality.** Keep whatever you have seen or heard confidential so it goes no further than yourself, the child, the person and anyone else who 'needs to know' *See Section 7.5*
- Seek support for your self.** You will probably feel shocked and upset; this is a normal reaction. (*See Section 8*)
- Contact:** Social Work or Police or phone Parentline Scotland 0808 800 2222.

7.2 Responding Appropriately to 'Suspicious' of Abuse

Remember the 'welfare of the child' is of paramount importance and therefore any suspicion of abuse should be investigated. If you suspect abuse may have taken place or you are not sure what action to take, you should **Record** and **seek advice and guidance** *See Section 7.4 & 7.6*

The fundamental principles for responding to 'suspicions' of abuse remain the same as responding to 'disclosure' of abuse as outlined above in Section 7.1.1 'Next Steps'

7.2.1 Sharing Concerns -with the person in charge/Child Protection Officer

However trivial your concerns may be you should trust your intuition and share your concerns with an appropriate person. This may be with the person in charge or a designated Child Protection Officer.

If no one else is available it may be appropriate to contact the Social Work Children and Family Services. *See Section 7.6 'Reporting Procedures'*

Remember it is not your role to determine whether or not abuse has taken place.

7.2.2 Sharing Concerns -with Parents/Carers

Yoga Scotland encourages the development of trusting and supportive relationships between families and other staff members. Working in partnership with parents, or carers, not only helps to maintain good lines of communication, it also helps to create a good ethos whenever there are concerns about their children.

In most situations, it would be appropriate to talk to parents, or carers, to help clarify any initial concerns. For example, if a child seems withdrawn you could ask his/her family if there is any reason why he or she may be acting out of the ordinary. There may be a reasonable explanation such as he/she may have experienced an upset in the family, a parental separation, divorce or bereavement. You could also enquire sensitively about the cause of unusual injuries. Whatever the outcome of your enquiry, you should always endeavour to treat the parents/carers with respect.

If you continue to be concerned and you are unable to determine reasonable causes, discuss your observations with the person in charge/designated Child Protection Officer.

7.2.3 Sharing Concerns -When it is NOT APPROPRIATE to share concerns with parents/Carers

There are circumstances in which a young person might be placed at even greater risk if concerns are shared i.e. where a parent or carer may be responsible for the suspected abuse or not be able to respond to the situation appropriately. There may be occasions when discussing suspicions with parents may lead to the parent/carer removing the child and/or destroying evidence or chance of a successful investigation.

Where abuse at home is suspected, you should continue to welcome the child and family while investigations proceed with the proviso that the care and safety of the child is paramount.

The Social Work Dept or police will be able to advise you who should be told, when they should be told, and the kind of information which is appropriate to share.

Remember it is **not your responsibility**, or that of anyone else working under the auspices of yoga in a paid or voluntary capacity, to take responsibility or to decide whether or not child abuse is taking place. It is, however, your responsibility to protect children and report your concerns so that appropriate agencies can make enquiries and take any necessary action to protect the child, or young person.

7.3 Allegations of Past Abuse

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child or abused by a teacher who is still currently working with children). Where such an allegation is made, the procedures as detailed above will apply. If the alleged abuser is still alive the matter should be reported to social work or the police (ideally with the agreement and co-operation of the individual disclosing the information) as other children may also be at risk from the alleged abuser. If the alleged abuser is no longer alive then it is up to the individual disclosing the abuse what is done with their information - they may just need a listening ear.

Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children. This is reinforced by the details of the Protection of Children (Scotland) Act 2003.

7.4 Recording Information

In all situations, including those in which the cause of concern arises from a disclosure made in confidence, you must record, **in handwriting**, the details of the allegation or reported incident, regardless of whether or not a referral is going to be made to a statutory agency.

The incident must be recorded as soon as possible by the person who has the concern. It should include:

- Date, time of the incident or disclosure
- The parties who were involved including the name, age and address of the child (if known)
- The nature of the concern
- Any observations made that would support the concern
- A description of any visible bruising or other injuries
- What the child 'actually' said i.e. in their own words (if the child disclosed anything)
- If appropriate the parent/carers account of what happened and how it happened
- Name of the alleged abuser, relationship with the child
- Witnesses to the incident(s)
- Any times, dates or other relevant information
- Any family information that could be relevant
- The name of person making the report, the time, date and signature

Ensure a clear distinction is made between what is fact, opinion or hearsay

The record should be clear and factual since any information you have could prove to be invaluable in the investigation and could potentially be used as evidence in court. This information will be kept in a secure place and shared only with those 'who need to know' **See Section 7.5 'Confidentiality'**

Any subsequent discussions (including with statutory bodies) relating to the matter should also be recorded and should include the name, and designation, of the Social Work member of staff or police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed.

A record will also need to be kept of:

- **Who you passed this information on to and when**
- **Action taken to investigate the matter**
- **If there is no referral to a statutory agency, the reason why must be stated in the final report.**

Both the author and the person in charge/designated Child Protection Officer should sign and date any reports.

7.5 Confidentiality

Confidentiality should be maintained for all concerned. Any information relating to the allegations, or suspicions, of abuse should only be made available (or given access to) on a 'need-to-know basis'. Yoga Scotland recognises that the legal principle that 'the welfare of the child is paramount' may mean that considerations of confidentiality and/or data protection will not be allowed to override the right of the child, or young person, to be protected from harm.

Information of a confidential nature may need to be made available on 'need to know basis' to the following people:

- The person making the allegation
- The designated person in charge
- The parents of the person who is alleged to have been abused*
- Social Work /Police
- The alleged perpetrator* (and their parents if they are still a child or young person¹¹).

*but only as advised by Social Work Department or the Police

Any information relating to allegations of child abuse will be kept under lock and key by the Yoga Scotland Chairman or Yoga Scotland Child Protection Officer. In collecting, holding and processing personal data, Yoga Scotland will comply with current Data Protection legislation acknowledging that in issues relating to child abuse the 'welfare of the child' may override such legislation.

7.6 Reporting Procedures

Reporting procedures will vary in accordance to the type of working environment you are in and who the alleged perpetrator may be. This section examines the procedures you should follow in the event of alleged, or suspected abuse.

When there are concerns or where allegations are made, many people feel anxious about contacting the Social Work/police or passing on such information to anyone else. In such situations, it is natural that you may experience, to some degree, the '*what-if-I'm-wrong?*' feeling which may hold you back from taking action. It could be that your gut feeling is wrong, that there is some other explanation for the cause of your concern, but you cannot afford to take the chance of not reporting your concern. Failure to act on your part could be very dangerous for the child.

It is important to remember that **you** are not in a position to evaluate the situation fully because you don't know everything there is to know about the child. The information you have is only one piece of a jigsaw which, when added together with other pieces, may or may not show a picture of a child who is suffering abuse.

You cannot afford to dismiss your concern outright - the sharing of information is one of the most important ways to prevent abuse of children. In many situations a number of individuals or agencies may each have a piece of information which in itself may seem unimportant but when put together with all of the other pieces could create quite a worrying picture. Abuse of children, and young people, often goes undetected because people who have pieces of information are reluctant to share them.

If the person with a concern is not sure what to do, expert advice can be obtained by telephoning the local Social Work Department. (see Appendix 1 - Essential Contacts for information on telephone numbers, or the Police, or Parentline Scotland. Both the police and social work departments have specially trained child protection teams who give guidance and support, and both deal with out-of-office-hours' enquiries.

7.6.1 Reporting Procedure –if working in a School or Child Care Centre

- (i) In the first instance any suspicions should be discussed (and recorded) and advice sought from the person in charge/ designated Child Protection Officer. It will be their responsibility to decide what action should be taken.
- (ii) If you are unable to contact the person in charge/ designated Child Protection Officer and there is no one else available **who it would be appropriate** to discuss the matter with you should contact one of the following:
 - Yoga Scotland Child Protection Officer (YSCPO) ¹²
 - Social Work Department - Children and Family Service
 - Police Family Protection Unit

The Police and Social Work departments have 24 hour arrangements in place should an incident be outwith normal working hours. Contact details for all the above are listed on the front of this document

If the matter is to be referred on to Social Work/ Police you should advise the Yoga Scotland Child Protection Officer. You may be asked to supply Yoga Scotland with a copy of your report and keep them informed of the outcome of the enquiry. In the event of being asked for this information please use a code name or number to protect the identity of the child.

7.6.2 Reporting Procedure –if teaching your own class

- Yoga Scotland Child Protection Officer or
- Yoga Scotland Child Protection Committee or
- Chairperson

It may be necessary also to contact:

- Social Work Department Children and Family Service
- Police Family Protection Unit
- Parentline Scotland
- Childline

7.6.3 Reporting Procedure –if the allegation relates to a member of Yoga Scotland

This is perhaps one of the most challenging areas to consider. It is often difficult to accept that someone you know well, or work with, may be implicated in child abuse. The reality is, is that it does occasionally happen. If a child, or young person, tells you that someone you know has caused them harm (or you become suspicious) it should be treated in the same way as any other disclosure a child may make. Only by adhering to the same principles and guidelines for everyone and treating all allegations in a consistent and fair manner (no matter who they may be) will we be able to reduce the risk of harm to children.

You must report any incident of suspected abuse or poor practice by a YS registered teacher to Yoga Scotland.

Yoga Scotland seeks, firstly and foremost, to protect and promote the well-being of children. That said it also seeks to protect teachers and volunteers within Yoga Scotland from false allegations through a process of fair and consistent investigation into all matters relating to child protection and or poor practice.

If an allegation is made, Yoga Scotland will consider suspending the individual's registration until the situation has been investigated. *See Section 8.2.3 Internal Enquiries & Suspension*

¹² In the event of this person being unavailable see Roles & Responsibilities within Yoga Scotland for the next point of contact

There may be situations in which reported suspicions or allegations may turn out to be unfounded. Yoga Scotland would like to reassure its members that if they raise a concern which, following the process of investigation is not validated, that they will have acted correctly and in accordance with Yoga Scotland's Child Protection Policy. *See Section 7.7 'Whistle-blowing'*

7.6.4 Reporting Procedures for Suspected Abuse

- Contact the YS Child Protection Officer (YSCPO) as soon as possible. The CPO will contact Social Work or the Police.
- If the YS CPO is unavailable, or is the subject of suspicion or allegation, contact any YS Child Protection Committee member
- If no members are available, the matter should be reported directly to the YS Chairman.
- If none of the above is available, contact the Police and/or Social Work who will advise on contacting parents.
- Make a factual record of events, using the Incident Record Form. *See Appendix 6.*
- Send a copy of the Incident Record Form (*see Appendix 6*), including details of any action taken, to both Social Work and the YSCPO or Chairman as appropriate, **within 24 hours**; they will take appropriate action.

Possible Outcomes

Where there is a complaint of abuse against a Yoga Scotland teacher, investigations may include:

- Police enquiry
- Criminal proceedings
- Civil proceedings
- Referral back to the YS Child Protection Committee

The results of the Police and Social Work investigations will influence the Yoga Scotland investigation. Further information on the potential actions of Social Work /Police may be obtained from the local Child Protection Unit

Actions in the case of poor practice rather than abuse:

An Incident Record Form (*see Appendix 6*) should be completed and forwarded to the YSCPO or Chairman, if appropriate, **within 24 hours**.

The YSCPO will consult with the Child Protection Committee and, if appropriate, Yoga Scotland's Executive Committee will conduct a Disciplinary Hearing. The YSCPO will obtain advice from the local authority Social Work Children and Family Service.

Possible outcomes of the Disciplinary Hearing

- No case to answer
- Warrants advice/warning as to future conduct/sanctions
- Further training and support needed
- Suspension of Yoga Scotland Teacher status
- Referral to The Disqualification from Working with Children List

Appeals

The subject of the concern/complaint will have the opportunity of an Appeal following the Yoga Scotland Operating Procedures for Appeals.

- No case to answer
- Warrants advice/warning as to future conduct/sanctions
- Further training and support needed
- Suspension of Yoga Scotland Teacher status
- **Monitoring and Evaluation**

This will be conducted at the close of the case to see if changes need to be made to policies/procedures or if lessons can be learnt.

7.7 Whistleblowing

Yoga Scotland acknowledges, and will be sensitive to, the feelings that can be generated by the discovery that a registered teacher is, or may be, abusing a child. This includes the difficulties inherent in reporting such matters.

Yoga Scotland assures all teachers that it will support and protect anyone who, in good faith (without malicious intent), reports his or her concern about a colleague's behaviour and the possibility of a child being abused or poor practice.

7.7.1 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 a response to a duty, whether legal, moral or social or in protection of interest'. Unjustified repetition of the allegations to another person 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" (extract taken from *Guidelines on Child Protection* prepared for the independent schools in Scotland by Kathleen Marshall BA (Hons) LLB)

SECTION 8

ROLES, RESPONSIBILITIES AND PROCEDURES

This section of the document explores:

- 8.1 Roles, responsibilities and procedures -of the Statutory Agencies
- 8.2 Roles, responsibilities and procedures -within Yoga Scotland

in relation to child protection.

8.1 Roles, Responsibilities and Procedures of the Statutory Agencies

The local authority 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. The Social Work Department has staff who are trained to investigate child abuse, to assess risk and to develop safety plans for children and families.

What Happens Next?

When the Social Work Department, or the police, are told about a child who may be being harmed, they may decide, after making enquiries, that a formal investigation is not necessary -and no further action needs to be taken, or that support services need to be provided for the family.

If the referral is serious enough to need further action, a formal investigation will be made.

If the investigation suggests that action is needed to protect the child, a **case conference** will be held.

A **case conference** is a meeting of all the different services who may be involved with the child and therefore have relevant information. It can include the social workers for the child and family, doctors, teachers, health visitors, the police and the person who has made the allegation. The case conference will assess the risk to the child and decide if action is needed to protect the child and what that should be. The conference may decide that a child's name does not need to be placed on the **child protection register** and the case may be closed or support services may be provided for the family instead.

Where it is agreed that a child's name should be placed on the register, a '**child protection plan**' is agreed, setting out how the child's needs will be met by all the various agencies. The case conference will also decide whether to refer the child to the **Children's Reporter**.

When the **Children's Reporter** receives information that a child may be in need of '**compulsory supervision**', he or she must make further enquiries in order to decide what to do. He or she will decide either to take no further action, or to refer the child to the Social Work Department for **voluntary supervision**, or to refer the child to a **children's hearing**. The Children's Reporter will decide to refer a child to a children's hearing if he or she judges that there is sufficient evidence that the child needs **compulsory supervision**.

If the parents of the child do not accept the reasons for being referred to the children's hearing the case is referred to the **Sheriff** for a decision on whether these are correct.

What is a Children's Hearing?

Children's hearings are informal tribunals, which make decisions about the care, protection and supervision of children, based on their best interests. A children's hearing is made up of trained volunteer members of the public, who listen to what the children and his or her parents or carers say, and read reports written by social workers on the case. They decide whether to discharge the case or to make a '**supervision requirement**.' The hearing may appoint an adult, called a '**safe-guarder**' to help the child express his or her views or represent his or her interests.

Children's hearings listen to all the information about the case and try to come to an agreement between the family and professionals about what is the best thing for the child. They can however make a 'supervision requirement' which is legally enforceable if necessary.

A '**supervision requirement**' places the child under the supervision of the local authority and is usually carried out by the social work department. Depending on the circumstances of the case, a supervision requirement may require the child to live in a certain place or it can give authority for a child's liberty to be restricted. Supervision can include supervision at home, with a relative, in foster care, a children's home or in secure accommodation. Conditions can be attached -such as regulating the child's contact with a particular person. The child or his parents/carers can appeal against any of the decisions of a children's hearing.

If at any stage in the process there is a need for urgent action to protect the child from immediate danger, there are procedures for temporarily removing the child from his or her home until investigations are complete.

If it appears that a crime has been committed against a child, there may be a **criminal investigation** by the police alongside the **child protection enquires and children's hearing proceedings**.

Following a **joint investigation** by police and social work, the police will send reports of suspected crimes to the **Procurator Fiscal**. He or she will decide whether criminal proceedings are in the public interest, and assess whether there is sufficient evidence to bring **criminal proceedings** against an alleged perpetrator.

8.2 Roles, Responsibilities and Procedures within Yoga Scotland

8.2.1 Roles within Yoga Scotland

Yoga Scotland Child Protection Officer

A designated YS Child Protection Officer (YSCPO) will be responsible for support and advice relating to child protection issues. For quality assurance purposes, the YSCPO will complete a self-declaration form and apply for an Enhanced Disclosure Certificate via The Scottish Disclosure Service. The YSCPO will be under the guidance of the Yoga Scotland Child Protection Committee. They will receive support from specialist agencies, and will be required to keep up to date with relevant legislation and practices relating to Child Protection issues. Yoga Scotland will provide relevant training and information to enable them to stay up to date with developments and undertake their duties.

Child Protection Committee

There will be a Child Protection Committee, made up of the YS Child Protection Officer, the Executive Committee Chairman and at least two other members. Members will receive appropriate Child Protection training.

8.2.2 Responsibilities within Yoga Scotland

Yoga Scotland Child Protection Officer

The YSCPO is responsible for taking concerns and complaints of poor practice and/or abuse to the Child Protection Committee. There may be circumstances where allegations are about poor practice rather than about abuse. It is acknowledged that an incident could be just one of a series of other instances which cumulatively could be cause for further concern.

Child Protection Committee

Child Protection Committee The Child Protection Committee will decide whether a case is dealt with internally by YS alone (poor practice) or referred to external statutory agencies (suspected abuse). They will decide the 'level' at which each case will be dealt within YS - minor poor practice, serious poor practice or suspected abuse. The Child Protection Committee will follow YS Disciplinary Procedures.

8.2.3 Procedures within Yoga Scotland

Internal Enquiries and Suspension

Yoga Scotland **Child Protection** Committee will make an immediate decision about whether any member, or his or her assistant, suspected of abuse should be recommended to be temporarily suspended from working with children pending further Police and Social Work enquiries.

Irrespective of the findings of the Social Work or Police inquiries, Yoga Scotland will assess all individual cases under the appropriate Complaints & Appeals Procedures to decide whether a teacher's registration can be reinstated and how this can be sensitively handled. Where there is insufficient evidence to uphold the action, Yoga Scotland will reach a decision based on the available information. The welfare of children will always remain paramount. *See Section 7.6.3 and 7.6.4 Note relating to Allegations of Abuse within Yoga Scotland.*

Support for those involved in the incident

Yoga Scotland will deal sensitively with all issues relating to poor practice or child abuse both during, and after, an investigation has taken place and will aim to provide appropriate support for children, parents and teachers. Yoga Scotland will maintain a list of available helplines, support groups or other resources that will help to provide support and guidance through the healing process. (Note: The British Association of Counselling Directory¹³ can be a useful resource.)

Appropriate support for the alleged perpetrator of the abuse may also be sought in addition to all those involved in the incident.

SECTION 9

CONCLUSION

Many children who are harmed become withdrawn, introverted and depressed; they may also suffer from low self-esteem. If they are treated as worthless, they begin to believe it. The effects of abuse are long lasting and many victims can also suffer a sense of guilt believing that they have caused the abuse to take place.

Fortunately children who have suffered abuse can be helped. It is vital that everyone who works with children is equipped to recognise the possible signs of harm at the earliest opportunity so that the abuse can be stopped and the damage can start to be repaired

¹³ The British Association for Counselling Directory is available from the British Association for Counselling, I Regent Place, Rugby, CV21 2PJ. Telephone: 01788 550899, Fax: 01788 562189, Email: bac@bac.co.uk, Internet: www.bac.co.uk

APPENDICES

Appendix 1	Essential Contacts
Appendix 2	Additional Resources
Appendix 3	Enhanced Disclosure
Appendix 4	Hands-On Adjustment Consent Form
Appendix 5	Photographs and Recorded Images Consent Form
Appendix 6	Child Protection Incident Record Form
	Acknowledgements

APPENDIX 1

ESSENTIAL CONTACTS

Yoga Scotland Child Protection Officer	Diane Simpson	0131 466 4324
Yoga Scotland Chairperson	Jenni Connaughton	0131 441 2631

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 - Children and Family Service		
Local Police station		

Scottish Disclosure Advisory Service	Registered body that will verify Enhanced Disclosure Certificates on behalf of Yoga Scotland	Jennifer & Michael McHale 01786 825313 Michael@mchale90.fsnet.co.uk
		52 Murdoch Terrace, Dunblane, Perthshire FK15 9JF

FURTHER CONTACTS

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 latest developments.

All adults working with children and young people should have training to accompany their reading and understanding of this policy. Those who teach or volunteer with children and young people can attend sportcoach UK's three hour 'Safeguarding and Protecting Children' workshop. This covers what is meant by the phrase 'child abuse', how to recognise signs of abuse and what to do if you have concerns about a child. Workshops are available throughout Scotland. Information on available courses can be found by contacting The Child Protection in Sport Service, details below.

Child Protection in Sport	The Child Protection in Sport Service is a partnership between Children 1 st and sportscotland. They help sporting organisations to put safeguards in place to keep children and young people safe. They provide advice, consultancy and training on the development and implementation of child protection policies and procedures.	0141 418 5674 www.childprotectioninsport.org.uk
Children 1 st	The Royal Scottish Society for Prevention of Cruelty to Children. Works to give every child in Scotland a safe and secure childhood. 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.	0131 446 2330 www.children1st.org.uk 83, Whitehouse Loan, Edinburgh EH9 0AT
Children 1 st Parentline Scotland	The free, confidential, telephone helpline for anyone caring for a child in Scotland. You can call about any problem, however big or small.	08080 800 2222

ChildLine Scotland	Children should be made aware that they can call ChildLine free if they have any concerns they want to talk about.	Helpline 0800 1111
		Freepost 1111, Glasgow G1 1BR
Children in Scotland	National agency for organisation and individuals working with children & their families. It will assist you in accessing information about child protection. C in S also offers childcare training.	0131 228 8484 www.childreninscotland.org.uk
		5 Shandwick Place, Edinburgh EH2 4RG
Disclosure Scotland	Responsible for issuing Disclosure certificates.	0141 585 8495 www.disclosurescotland.co.uk
		SCRO, 1 Pacific Quay, Glasgow G51 1EA
Central Registered Body in Scotland (CRBS)	Processes Disclosure applications for voluntary organisations.	01786 849777 www.crbs.org.uk
		Unit 55, Stirling Enterprise Park, Stirling FK7 7RP
Scottish Commission for the Regulation of Care (Care Commission)	Regulated care services that are registered with the local authority & health boards.	01383 841100
		11 Riverside Drive, Dundee DD1

ADDITIONAL CONTACTS

Scottish Child Law Centre	54 East Crosscauseway, Edinburgh EH8 9HD	0131 667 6333 enquiries@sclc.org.uk
Data Protection	28 Thistle Street, Edinburgh EH2 1EN	01625 545745 www.dataprotection.gov.uk
Scottish Executive	Victoria Quay, Edinburgh EH6 6QQ	08457 741741 www.scotland.gov.uk
Scotland's Anti Bullying Network		www.antibullying.net
British Assoc. of Counselling Directory	1 Regent Place, Rugby CV21 2PJ	01788 550899 www.bac.co.uk

APPENDIX 2

ADDITIONAL RESOURCES

TRAINING OPPORTUNITIES:

- Contact your local authority Child Protection Unit and/or education department
- Children in Scotland and Sport Scotland also offer various training courses (see below)

PUBLICATIONS:

Protecting Children & Young People Framework for Standards available on the Scottish executive website www.scotland.gov.uk

Scotland on Children, physical punishment and the law available on the Scottish Executive website www.scotland.gov.uk

National Care standards available on the Scottish Executive website www.scotland.gov.uk

'**Protecting Children and Young People: A guide and training pack for the voluntary sector**'. Downloadable from www.crbs.org.uk or hard copies available from the CRBS (see above contacts list)

'**Protection of Children Scotland (Act) 2003: Guidance for organisations**' Downloadable from www.scotland.gov.uk/childprotection or hard copies available from Blackwell's Bookshop 0131 622 8283

'**Protection of Children Scotland (Act) 2003: Guidance to the voluntary sector on who needs to be checked against the Disqualified from Working with Children List**' Downloadable from www.crbs.org.uk or hard copies available from Blackwells Bookshop 0131 622 8283

'**Child Abuse**' downloadable from www.children1st.org.uk

'**Creating a safe environment for children in sport**' SportsScotland child protection guidelines and other useful brochures from www.childprotectioninsport.org.uk and child protection training courses.

Code of Ethics and Conduct for Sports Coaches. ISBN 0 947850 34 1 Sportscoach UK (1996) Available from Coachwise Ltd, Units 2/3 Chelsea Close, off Amberley Road, Armley, Leeds, LS12 4HW. Tel: 0113 231 1310.

APPENDIX 3

ENHANCED DISCLOSURE¹⁴

Yoga Scotland members who already hold a current Enhanced Disclosure:

From 1 April 2006 the Disclosure Scotland/CRBS no longer accept "portability" of Enhanced Disclosures. "Portability" is when one organisation accepts a person's existing Enhanced Disclosure which was obtained through another organisation. This means that if you already hold an Enhanced Disclosure you will be required to obtain a new one for any new employment.

However, if you are **self-employed** then provided that you have stated this at your Enhanced Disclosure meeting with the Scottish Disclosure Advisory Service, you can obtain a certificate which allows you 'portability'. i.e. which allows you to teach under the one certificate at many classes.

How to obtain an Enhanced Disclosure:

If you are not working for an education department or other organisation that takes responsibility for processing an enhanced disclosure on your behalf, you will need to make an application for an enhanced disclosure through the Scottish Disclosure Advisory Service (SDAS). SDAS is a registered body that will process disclosures on behalf of Yoga Scotland and can be contacted:

Scottish Disclosure Advisory Service

Jennifer & Michael McHale

Tel: 01786 825313

It will be necessary for you to attend, in person, a one to one meeting with Jennifer or Michael McHale in order for them to undertake a Verification Check. You will be required to bring with you proof of identity including photographic ID, your Yoga Scotland registration card, proof of address (must be within the last 3 months), along with photocopies of all evidence. Failure to provide the correct materials may incur a further meeting and additional charges.

The 'current' (October 2006) cost for the Disclosure Certificate is £20 plus an administration charge of £10 (provided the face to face meeting is in Dunblane). A charge of 20p per mile will apply if Michael has to travel to a face to face meeting, however if groups can be arranged the travelling expenses can be shared. Yoga Scotland will endeavour to co-ordinate group interviews.

An Enhanced Disclosure must be obtained **prior** to teaching or volunteering to work with children or young people. **It cannot be stressed too strongly that members should read the information sheet before attempting to complete the application form. Evidently, 80% of applications are declared void because of non-compliance through completing the form without having read the supporting booklet.**

¹⁴ Enhanced Disclosures provide information on both spent and unspent convictions AND any relevant non-conviction information e.g. police intelligence. A 'Standard' Disclosure provides information on both spent and unspent convictions only. A 'Basic' Disclosure provides information on spent convictions only.

APPENDIX 4

Good Practice and Hands-On Adjustment

Yoga Scotland recommends that good practice includes:

- Stating positive reasons for using manual handling
- Providing information to parents about the "touching process"
- Obtaining written consent from parents and young people

HANDS-ON ADJUSTMENT CHILD and PARENT/CARER CONSENT FORM

I, _____ (name of teacher), as a Yoga Scotland teacher, will use hands-on adjustment if the young person is practising their yoga during my yoga lesson in an unsafe way, and if the instruction cannot be communicated in any other way, i.e. either verbally or through demonstration.

The adjustment will be made by my first verbally obtaining the permission of the child, and subsequently touching the child on the appropriate part of the body to make the appropriate adjustment.

Signed: _____ Date: _____

Consent of Parent/Carer

I, _____ (name of parent/carer) consent to
_____ (name of teacher) using hands-on adjustment with _____ (name of young person)

under the above-stated conditions, and I confirm that I am legally entitled to give consent.

Signed: _____ Date: _____
(signature of parent/carer)

Consent of Young Person

I, _____ (name of young person) consent to
_____ (name of teacher) using hands-on adjustment with me under the above-stated conditions.

Signed: _____ (signature of young person) Date: _____

APPENDIX 5

USE OF PHOTOGRAPHS AND RECORDED IMAGES

Yoga Scotland policy states that:

"Parents and young persons must provide written consent for the young person's images to be taken."

USE OF PHOTOGRAPHS AND RECORDED IMAGES YOUNG PERSON and PARENT/CARER CONSENT FORM

This side of the form should be completed by the Yoga Scotland teacher and the reverse side completed and signed by the legal guardian (usually parent/carer) of a young person, together with the signature of the young person. It provides permission for images of the young person to be used.

Please note that if you have more than one child under the age of 18 registered in a yoga class, a separate form will need to be completed for each young person.

This side to be completed by the Yoga Scotland teacher

I, _____ (name of teacher) as a Yoga Scotland teacher, recognise the need to ensure the welfare and safety of all young people in my yoga class. As part of Yoga Scotland's commitment to ensure the safety of young people, I will not permit photographs, video or other images of young people to be taken or used without the consent of the parent/carer and the young person.

I, _____ (name of teacher) as a Yoga Scotland teacher, will follow the guidance for the use of images of young people, a copy of which is in the Yoga Scotland Child Protection Policy.

I, _____ (name of teacher) as a Yoga Scotland teacher, will take all steps to ensure these images are used solely for the purposes they are intended which is the promotion and celebration of the activities of yoga.

Signed: _____ Date: _____
(signature of Yoga Scotland teacher)

If you become aware that these images are being used inappropriately you should inform:

Yoga Scotland Child Protection Officer Tel. No. 0131 466 4324

Consent of Parent/Carer

I, _____ (name of parent/carer) consent to

_____ (name of teacher) photographing or videoing
_____'s (name of young person) involvement in
yoga under the stated guidance in the Yoga Scotland Child Protection Policy, and I confirm
that I am legally entitled to give consent.

Signed: _____ Date: _____
(signature of parent/carer)

Consent of Young Person

I, _____ (name of young person) consent to

_____ (name of teacher) photographing or videoing
my involvement in yoga under the above stated guidance.

Signed: _____ Date: _____
(signature of young person)

APPENDIX 6

Child Protection Incident Record Form

Your name:

Your position:

Child's name

Child's address:

Parents/carers names and addresses:

Child's date of birth:

Date and Time of incident:

Your observations:

Exactly what the child said and what you said:

(Remember do not lead the child - record actual details and continue on a separate sheet if necessary.)

Was there anyone else present at the time?

Did they observe the incident?

Action taken so far:

Have you contacted anyone within your organisation/school? Regarding the incident (please record name, date, time and details of advice received)

External agencies contacted (please record name, date, time and details of advice received)

Have you contacted the Yoga Scotland Child Protection Officer? Yes/No

Have you contacted the police? Yes/No

If you have contacted the police - please record name, date, time and details of advice received:

Have you contacted Social Work? Yes/No

If you have contacted Social Work - please record name, date, time and details of advice received:

Have you contacted any other agencies? e.g. Children1st Yes/No

If you have contacted other agencies -please record name, date, time and details of advice received

Signature:

Print Name:

Date:

ACKNOWLEDGEMENTS

Yoga Scotland wishes to acknowledge and thank the following people and organisations in the production of this document:

- *Alison Genet, Yoga Scotland Registered Teacher*
- *British Wheel of Yoga*
- *Children 1st*
- *Scottish Pre-school Play Association*
- *Scottish Arts Council*

Their advice and guidance in producing this document has been invaluable.