

Love Music Child Protection Policy



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Contents

[Introduction](#)

[Legislative background](#)

[Code of conduct and good practice](#)

[The role of the Child Protection Officer](#)

[Staff recruitment procedure](#)

[Support and supervision of staff and volunteers](#)

[Definition of abuse](#)

[Signs and indicators of abuse](#)

[Handling disclosure of abuse](#)

[Recording disclosure of abuse](#)

[Staff training](#)

Appendices

[Appendix 1 Further signs and indicators of abuse](#)

[Appendix 2 Referral procedure](#)

[Appendix 3 Example record of disclosure questions](#)

[Appendix 4 Code of conduct for all staff](#)

[Appendix 5 Guidelines for chaperones](#)

[Appendix 6 Example of confidential reference form questions](#)

[Acknowledgements](#)

Introduction

Participation in the arts is an extremely enriching and rewarding experience for children and young people - developing their creative skills, encouraging self expression, promoting open communication and heightening self esteem. The United Nations Convention on the Rights of the Child recognises this and states that **every child has the right to participate freely in cultural life and the arts.**

Love Music provides a variety of opportunities for children and young people to engage in the arts, including through collaboration on music outreach projects with respected partners in the professional music world, all of whom have a track record of working in outreach and specifically with children and young people.

Love Music is committed to ensuring that the environment in which children and young people participate in projects is secure and safe, enabling them to enjoy their experience of the arts. We recognise that it is the responsibility of all members of the organisation who work with children and young people to ensure that the following principles underpin their actions:

- The best interests of the child or young person are always a primary consideration.
- All children and young people are treated fairly, with dignity and respect.
- All children and young people have the right to express their views on matters that affect them.

In addition all members of the organisation who work with children and young people must recognise that:

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

For the purposes of this policy anyone under the age of 18 years should be considered as a child.

Legislative background

This policy has been drawn up with the intention of complying with the following maxims laid down in the **United Nations Convention on the Rights of the Child**.

Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13: Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 36: Children should be protected from any activities that could harm their development.

Essential principles which underpin this policy are:

- Each child has a right to be treated as an individual
- Each child who can form a view on matters affecting him or her has a right to express these views if he or she so wishes.
- Parents should normally be responsible for the upbringing of their children and should share that responsibility.
- Each child has the right to protection from all forms of abuse, neglect or exploitation.

Code of conduct and good practice

All staff and project workers employed by Love Music in any capacity and who come into contact with children are required to adhere to the following code of conduct and good practice.

You should:

- Treat all children and young people with dignity and respect.
- As an adult, be a good role model to children and young people.
- Respect a child's/young person's right to personal privacy.
- Encourage the development of an ethos which embraces difference and diversity and where the rights of all children and young people are upheld.

Love Music Child Protection Policy



- Actively encourage children and young people to be involved in any decisions which affect them.
- Be aware of the 'double' vulnerability of certain groups of children and young people to abuse and harm (eg. those who have mobility and/or communication disabilities; those with limited English language skills, etc).
- Encourage children and young people to say when they are being asked to do things which create fear or discomfort (socially, emotionally and/or physically).
- Ensure that whenever possible there is more than one adult present during activities involving children and young people or that you are at least within sight or hearing of others. Where one-to-one contact is unavoidable, it should be planned, intimated to colleagues in advance, and recorded.
- Develop skills which will enable you to listen sensitively and carefully to the views and ideas of all children and young people.
- Report immediately any suspicion that a child could be at risk of harm or abuse.
- Listen carefully to any child or young person who discloses abuse and follow this immediately by taking action in line with the child protection policy and procedures.
- Carry out proper health and safety risk assessments for any activity involving children and young people.
- Share essential information necessary to ensure the safety of children and young people with workers involved with them (eg name, address, contact telephone numbers, special medication requirements and/or medical condition where applicable).
- Written parental/guardian consent should be obtained for participation in specified activities.
- Seek to build effective and equal partnerships with parents/carers.
- Reflect constantly on your own values and attitudes.

You should not:

- Have inappropriate physical, verbal or online contact with children or young people. This includes not speaking to them in a manner unsuitable for their age, touching a child when it is not entirely necessary and without permission. It also includes not accepting friend requests on social media or sharing inappropriate material publicly online under your own name if there is a chance a participant may chose to search for you on the internet.
- Exaggerate or trivialise child abuse issues.
- Jump to conclusions about others without checking the facts.
- Permit abusive youth peer activities (eg initiation ceremonies, bullying, ridiculing).
- Show favouritism to any individual.
- Make suggestive or derogatory remarks or gestures in front of children or young people.
- Display images of a sexual, violent or abusive nature in areas where children or young people might see them, unless they form a necessary part of a structured education project.
- Make or share photographs or films of children participating in Love Music projects without prior written consent from their parents/guardians. Additionally, you must not permit children or parents to make photographs or films of other participants (this is part of the Code of Conduct which parents and participants agree to in advance of projects).
- Accept someone's personal assurances that an individual is safe to work directly with children or young people.
- Allow yourself to be drawn into inappropriate attention-seeking behaviour such as tantrums or crushes.
- Rely on just your good name to protect you.
- Believe that child abuse does not take place in your local community.

The role of the Child Protection Officer

The role of the Child Protection Officer is to provide advice and support to staff on all child protection matters and to liaise with the appropriate statutory organisations. It is their responsibility to pass information of a disclosure or suspicion of abuse on to the appropriate authorities and to consult with them on any immediate action that should be taken to ensure the safety of the child or young person. **It is not the responsibility of the Child Protection Officer, or any other member of staff, to carry out an investigation themselves.**

The Child Protection Officer will:

- maintain good relations with relevant individuals in the statutory organisations
- keep up to date with developments in child protection training and guidance issues
- help provide basic training to all staff in the organisation
- provide support and guidance to staff with child protection concerns
- report immediately to the relevant statutory organisation any disclosure or suspicion of abuse or risk of abuse
- be responsible for the secure storage and appropriate sharing of recorded information

If you have any concerns about a child you should discuss these immediately with the designated child protection officer. The designated person in Love Music is Ruth Davie.

Staff recruitment procedure

All staff and volunteers who apply for a post with Love Music which involves working directly with children and young people will go through the following recruitment procedure:

1. **Clear job description:** All staff will be given a clear job description outlining their roles and responsibilities in full so that they are confident about what is expected of them.
2. **Application form / CV:** All applicants will be required to complete an application form or letter, or submit a CV which provides the following information:
 - Previous experience of working with children and young people
 - Names of two referees – ideally one of whom should have knowledge of the applicant's previous work with children and young people
 - A declaration of any past convictions or cases pending
3. **Disclosure check:** All applicants will be made aware that their employment is subject to the completion of a Disclosure Scotland Protection of Vulnerable Groups scheme check.
4. **Interview:** All applicants will undergo some kind of interview. The purpose will be to explore the applicant's suitability compared to the job description and particularly his or her previous experience. Topics to be covered in the interview may include:
 - Their motivation for applying
 - Their understanding of Children's Rights
 - Their understanding of Child Abuse/Protection
 - The manner in which they claim to relate to children
5. **References:** If the applicant is considered to be suitable their referees will be asked for a written or oral reference. Referees should always be asked to confirm that they have no concerns about the applicant working with children. *Reference forms can be found at Appendices 6.*

6. Trial / probation period: Where possible when an applicant is successful he or she will be asked to go through a trial period before the appointment is confirmed.

Support and supervision of staff

It is vital that all staff working with children and young people have adequate support, supervision and training. They should feel able to discuss any issues or concerns with their supervisor and be provided with clear opportunities to do so. A good supervision system should also provide an opportunity:

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

Definition of abuse

Abuse is usually categorised into five types, as outlined below. Abuse may be disclosed or become evident singly or in combination. Child abuse may be repetitive or serial or may be an isolated case. The majority of abuse is committed by people who have a close, trusting relationship with a child, for example; parents, relatives and friends. Abuse by strangers accounts for only a very small percentage of cases.

- **Physical abuse:** where a parent (or somebody else caring for the child) physically hurts, injures or kills a child.
- **Sexual abuse:** involvement of dependent, developmentally immature children or adolescents in sexual activity they do not fully comprehend and to which they are unable to give informed consent.
- **Emotional abuse:** where children are harmed by constant lack of love and affection. Emotional abuse includes taunting, shouting, ridiculing, negative criticism, threats or verbal attacks.
- **Neglect:** where carers fail to meet the basic needs of the child such as adequate food and clothing and/or fail to ensure that appropriate medical treatment is obtained or that a child is appropriately supervised.
- **'Non-organic failure to thrive':** a form of abuse that is often categorised under neglect. Some children fail to thrive because of organic reasons (eg health difficulties). Others can fail to thrive because of non-organic reasons such as inadequate diet and lack of emotional support.
- In addition, children can also find themselves in abusive situations caused by, for example, drug or alcohol misuse, bullying, domestic violence or verbal abuse.

Signs and indicators of abuse

Being aware of signs and indicators of abuse is essential if we are serious about seeking to protect children from harm and abuse. However, in many cases the signs will not be clear cut and decisions about what action to take can be difficult. The following is a list of things to look for that may indicate something is wrong:

- Sudden withdrawal from others
- Suspicious bruises with unsatisfactory explanations (eg hand or finger prints, bruising on the face or neck, lower back)
- Extreme anger or sadness
- Fear of strangers
- Aggressive behaviour
- Attention-seeking behaviour
- Lack of self esteem
- Inappropriate sexual behaviour for their age
- Self injury

- Depression

For a fuller list please see Appendix 1.

These indicators do not conclusively mean that a child or young person is being abused. However, we do know that children and young people who have been abused may sometimes react in some or all of these ways.

If you are concerned about a child discuss your observations with the designated child protection officer. Trust your intuition and don't keep things to yourself. Remember it is not your role to determine whether or not abuse has taken place but it is YOUR RESPONSIBILITY to follow through on any concerns. **IF IN DOUBT, FOLLOW THE REFERRAL PROCEDURE** - see Appendix 2.

Handling disclosure of abuse

Children and young people do disclose abuse to trusted adults. Hearing a child disclose abuse can be very hard indeed for the listener and it can trigger all kinds of responses in us and make us want to react in ways that will not necessarily help the child or the situation. We should always aim to ensure that our feelings, thoughts and actions are kept in balance. Most of us would not like to believe that an adult we know could cause harm to a child, but it can and does happen. There are things that we can do to help children and young people to feel safe and comfortable should they disclose abuse to us.

Here are some guidelines to help you handle a disclosure of abuse sensitively.

- **Do not attempt to investigate** - Investigation into the disclosure of abuse is the responsibility of the police and/or social work departments.
- **Never promise confidentiality** - Don't ever promise to keep a secret until you know what the secret is – there are good and bad secrets. If the child asks you not to tell anyone what he or she has told you, explain that, in concern for his or her wellbeing, you have to pass this information on but that it will be to as few people as possible. Tell the child who will be told and, to the best of your knowledge, explain to them what will happen next.
- **Listen** - Allow the child to tell his or her story. Don't intervene or feel you have to fill in any silences. The golden rule is to listen and keep questions to a minimum. You don't have to be a trained counsellor to be a good listener but most of us are not good at being silent and listening to the stories of other people. Show that you are listening by being fully attentive and, for a few minutes, forgetting about yourself and your needs.
- **Don't ask closed or leading questions** - Children like to please and be seen to say the right things. Closed or leading questions can lead to children agreeing to, or saying things that they think we want to hear. Closed questions can also mean that the information a child has given us could be deemed to be 'contaminated' evidence. Open questions (who? how? why? when? where?) ensure that we don't put words into a child's mouth. You only need to establish the basics of what happened and what (if any) risk the child is currently at. For example, is the adult the child is talking about the one that they will be going home to today? You just need to establish how immediate any action taken must be.
- **Don't be judgemental** - It is worth remembering that even when children have been abused by their parents, they usually still love them and do not want to hear them condemned by another person. Remember that the child may be telling you about something scary or frightening for them and your **calm, neutral and supportive reaction** is important.
- **Reassure** - Keep in mind that the child may have been told not to tell anyone about this. Sometimes people who abuse children or young people with threaten further harm

Love Music Child Protection Policy



to them or to someone they care about, if they tell anyone. Reassure the child that they have done the right thing in telling you, that they have done nothing wrong and that you and others are going to help them.

Recording of disclosure or concerns of abuse

Please see Appendix 3 for a form to be used when recording a disclosure.

Write down what you have been told

As soon as possible after a child has told you his or her story, you should write it down *exactly as the child told you*. Use the phrases he or she used. Do not try to write it down while they are telling you their story as this may frighten them into clamming up and it also means you cannot give them your full attention.

Report the disclosure to your designated child protection officer

It is the responsibility of this person to pass the information on to the appropriate authorities and to consult with them on any immediate action that should be taken to ensure the safety of the child or young person. **The designated child protection officer at Love Music is Ruth Davie.**

Fear of defamation

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

To be defamatory, a statement must first of all be untrue. Even if subsequently shown to be untrue, the statement will be protected by ‘qualified privilege’ if it is made to the appropriate authority ‘in response to a duty, whether legal, moral or social or in the protection of an interest’. Unjustified repetition of the allegations to other people 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.”

(Source: Guidelines on Child Protection prepared for the independent schools in Scotland by Kathleen Marshall)

If you are still concerned about defamation you are advised to seek legal advice from the appropriate Trustee (as advised by the Safeguarding Officer).

Staff training

In order to promote good practice it is essential that all staff are made aware of their responsibilities with regard to maintaining the best interests of children and young people coming into contact with the organisation. Existing members of staff will be given a copy of this policy to read and it will be incorporated into the general induction process for new members of staff. An explanation of the main points enshrined in the policy will also be incorporated into general staff training sessions held at the start of each season.

In particular, staff are to be made aware of the basic rights of children to be treated with dignity, respect and impartiality. They will be asked to become familiar with the Staff Code of Conduct (*Appendix 4*) and also be given basic training to give them a grasp of those circumstances suggesting that a child has been abused or is at risk of abuse, how to handle disclosure, and reporting procedure.

APPENDIX 1: FURTHER SIGNS AND INDICATORS OF ABUSE

Possible signs and indicators of physical abuse

- Injuries, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to explain and discuss injuries
- Admission of punishment which appears excessive
- Fear of medical help particularly on the part of the parent who may seem reluctant/make excuses for not taking a child to the GP
- Arms and legs kept covered in hot weather
- Withdrawal from physical contact
- Black eyes
- Bruising on the soft parts of the body – thighs, upper arms, buttocks
- Bruising around the neck area
- Physical aggression towards others
- Physical aggression towards self – hitting and telling self off for doing something wrong

Possible signs and indicators of neglect

- Constant hunger
- Compulsive stealing or scavenging
- Emaciation
- Constant tiredness
- Poor personal hygiene
- Poor state of clothing and/or child inappropriately clothed for the weather
- Untreated medical problems
- Frequent lateness or non-attendance

Possible signs and indicators of sexual abuse

Children between the ages of five and twelve may:

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Seem to be keeping secret something which is worrying them
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn or regressing to younger behaviour patterns
- Stop enjoying previously liked activities such as music, sports, art, scouts, guides
- Be reluctant to undress for gym
- Have terrifying dreams
- Act in a sexual way, inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse
- Start wetting themselves
- Have urinary infection, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat

Children from the age of twelve onwards may:

- Be fearful about certain people like relatives or friends
- Assume the role of parents in the house to such an extent that they are taking care of everyone's needs except their own

Love Music Child Protection Policy



- Not to be allowed to go out on dates or have friends round
- Find excuses not to go home or to a particular place
- Run away frequently
- Have unexplained sums of money
- Have recurring nightmares/be afraid of the dark
- Exhibit a sudden change in school/work habits, begin to truant
- Be fearful of undressing for games/gym
- Become withdrawn, isolated or excessively worried
- Have outbursts of anger or irritability
- Be chronically depressed
- Be suicidal
- Use drugs or drink to excess
- Self harm
- Develop eating disorders
- Exhibit inappropriate sexual/seductive behaviour
- Have recurrent genital/urinary/anal infections/bleeding
- Have chronic ailments such as stomach pains and headaches
- Become pregnant
- Have a friend who has a problem and then tell about the abuse of the friend
- Sexually abuse a child, sibling or friend

Possible signs and indicators of emotional abuse

- Fear of parents being contacted
- Admission of punishment which appears excessive
- Physical, intellectual and emotional development lags
- Significant decline in concentration
- Sudden speech disorders
- Over-reaction to mistakes
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self harm
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing/scavenging
- Indiscriminate friendliness
- Socio-emotional immaturity

Domestic abuse, alcohol and substance abuse

Staff should be aware of the need to recognise that domestic abuse and alcohol and substance abuse can have serious and long term effects on children.

In addition, it is now recognised that there is a strong link between domestic abuse and child abuse and indeed between cruelty to animals and child abuse.



APPENDIX 2: REFERRAL PROCEDURE

Child discloses abuse/member of staff suspects abuse
Staff member reports disclosure/concerns to the designated person for child protection
Staff member records the nature of the disclosure/concerns using the pro-forma in Appendix 3
Designated person makes referral to social work/police or other relevant agency and seeks advice on how to manage the immediate situation particularly in relation to the parents/carers and the child
Having obtained guidance from the statutory agencies, appropriate and sensitive support is offered to the child and, where appropriate, his/her parents/carers.

REMEMBER – NO INVESTIGATION BY ANY MEMBER OF STAFF

APPENDIX 3: EXAMPLE RECORD OF DISCLOSURE

Name of child:
Date of birth:
Address:
Telephone number:
Name of parents/carers:
Names and ages of other siblings (if known):
Any special circumstances relating to the child (eg special needs, health and welfare issues):
What is the nature of the concern? (eg could be a disclosure by a child or young person or a suspicion of abuse made by a concerned adult)
If a child has disclosed abuse, give the name of the person they spoke to together with the place and time of the disclosure.
If a child has disclosed abuse, record as quickly as possible what the child said. Remember that this should be as accurate as possible.



If an adult has expressed concern at the safety of a child are they expressing their own worries or passing on those from another adult or child? Record their concerns and ask them to confirm that the details are correct.
If the concern is about an incident of abuse to a child, have any possible signs or indicators been identified? Who identified these?
If known, record the name(s) of the person or people implicated in the abuse.
Record when the referral to social work, police or Reporter was made and the name of the person who received your call and the advice given.
What advice was given about liaising with the child's parents/carers?

Signed Print Name

Designated person's signature Date

The disclosure form must be kept in a confidential file. Information given in this form must only be disclosed to relevant people (eg social work department, police) on a need to know basis.

APPENDIX 4: CODE OF CONDUCT FOR ALL STAFF

Love Music is committed to providing a high quality and rewarding music outreach experiences. It is our hope that all participants in projects with which participants in projects with which Love Music is associated enjoy the experience of participating and feel that they are in a safe and supportive environment. **As such, Love Music expects all its staff and company members to treat others with dignity and respect and will not tolerate any bullying or discrimination at any time.**

It is your responsibility as a member of staff to foster a positive and open ethos and to adhere to the following:

- Lead by example in terms of behaviour, use of language, professional conduct and interaction with others.
- Ensure that the working space is safe and free of any hazards.
- Ensure there are always 2 people working with each group of children/young people.
- Never put yourself in the situation where you are alone with a child or young person unless it is unavoidable. In this situation, another member of staff should know where you are and the activity you are undertaking. If suitable, doors should be left open or rooms with unobstructed windows used.

Love Music Child Protection Policy



- Ensure that you are aware of all health and safety procedures.
- Familiarise yourself with the Child Protection Policy and all related procedures.
- Use appropriate language at all times.
- Never offer a child or young person a lift home (unless written consent has been given by parents).

REMEMBER: THE HEALTH SAFETY AND WELLBEING OF THE YOUNG PEOPLE IS OUR PRIORITY AT ALL TIMES

APPENDIX 5: GUIDELINES FOR CHAPERONES

1. You will be responsible to the Project Manager and must report any relevant concerns to them so that they may take any appropriate action.
2. Under the terms of the Children and Young Person's Act 1968, you must be competent to exercise proper care and control of the child with a view to securing his/her health, comfort, kind treatment and moral welfare.
3. You will be in charge of the child at all times while s/he is engaged on activities directly relating to Love Music projects.
4. You will not be required to be in charge of more than ten children at any one time.
5. You will report for duty 45 minutes before the start of sessions unless otherwise agreed, and not leave until after the last child has been collected by a parent or guardian. Children should be signed in and out each time they enter a building being used for a project.
6. If a child is deemed old enough by the parent/guardian to travel to and from the premises alone, written acceptance of responsibility for this should be obtained from the parent/guardian.
7. You will not allow the child to leave the premises with anyone other than their parent or guardian unless you have previously received written authorisation from the parent or guardian, or verbal permission from the main contact in an emergency situation.
8. Where a child suffers any injury or illness while under your charge, you must notify the project manager immediately, who will call a qualified first aider if necessary, and ensure that the parent/guardian and the local authority are notified.
9. Where several children of both sexes are on the premises at the same time, separate dressing rooms will be provided for each sex, and it is your responsibility to ensure that they only dress with children of the same sex. No person of the opposite sex should be permitted in the room while the children are changing.



APPENDIX 6: LOVE MUSIC CONFIDENTIAL REFERENCE QUESTIONS

NAME has expressed an interest in working/volunteering at Love Music in a situation where they will come into close contact with children. As an organisation committed to the welfare and protection of children and vulnerable people, we are keen to know if there is any reason at all to be concerned about this applicant being in contact with children or young people.

We would therefore appreciate it if you would complete this reference and return it to us at the earliest opportunity. All the information contained on this form will be treated with due confidentiality and in accordance with relevant legislation. We would appreciate you being candid, open and honest in your evaluation of this person.

1. How long have you known this person?
2. In what capacity?
3. Please provide dates of their employment with / volunteering alongside you, and details of their role:
4. What attributes does this person have that, in your opinion, would make them suited to working with children and young people?
5. How would you describe their personality?
6. Please rate this person on the following, using the words poor, average, good, very good, excellent, or unsure / N/A:
 - Responsibility -
 - Maturity -
 - Self motivation -
 - Can motivate others -
 - Commitment -
 - Energy -
 - Trustworthiness -
 - Reliability -
 - Patience & calmness -
 - Punctuality -
7. Please indicate if you know of any reason at all to be concerned about this applicant being in contact with children and young people (delete one answer): YES NO
8. Please provide details of your role and organisation, and a phone number in case we have follow up questions: Name / Date / Your role + organisation / Email / Phone

Love Music Child Protection Policy



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Perth & Kinross Interagency Child Protection Guidelines

The Church of Scotland

Boys' and Girls' Clubs of Scotland

Music and the New Musicians

NSPCC

Children 1st

Public Protection Team, NHS

City of Edinburgh Council