

CLIP THEATRE

SAFEGUARDING POLICY

&

GUIDELINES

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1 Safeguarding policy

1.1 Introduction

CLIP Theatre has an obligation to be a safe place for all the children and young people who participate in creative learning activities. In particular, CLIP is committed to promoting equality, diversity and an inclusive and supportive environment for all children, young people and vulnerable adults involved in its Creative Learning Programme.

The aim of this policy is to promote good practice, so that all CLIP staff (permanent and freelance) and volunteers can provide children, young people and vulnerable adults with appropriate safety and protection. Most guidance and statements of policy in this document are applicable to all staff, but some are for the particular attention of the CLIP staff and volunteers.

In recognising the different needs of vulnerable persons CLIP actively seeks to meet needs identified to us by children, parents/carers and/or teachers. Should any member of staff have any questions about this policy, they should be referred to the Artistic Director in her capacity as Designated Safeguarding Lead.

Definitions of key terms:

- **Child** is defined as anyone under the age of 18 (Children's Act 1989).
- **Vulnerable Adult** is defined as anyone over the age of 18 who has special needs or requirements which could make them vulnerable.
- **Vulnerable People** are defined as people of any age who have special needs and may need protection. This may include people with disabilities, special care needs or any other condition that makes them vulnerable.

1.2 Policy statement

CLIP is committed to the following:

- **Safeguarding is everyone's responsibility.** If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- The welfare of the child/ vulnerable person is paramount
- Children and vulnerable persons will not receive any less favourable treatment on the grounds of gender, disability, race, age, sexual orientation, creed, colour, nationality or ethnic or national origin, and will not be disadvantaged by conditions or requirements which cannot be shown to be justifiable
- Taking all reasonable steps to protect children and vulnerable people from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings
- All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately
- All CLIP employees and/or volunteers who work with children and/or vulnerable persons will be recruited with regard to their suitability for that responsibility, vetted in accordance with legal requirements and will be provided with guidance and/or training in good practice and child protection procedures

- Working in partnership with both parents and children as well as with teachers and other professionals acting in *loco parentis* is essential for the protection of children
- Implementing and monitoring child protection procedures and reviewing and updating this policy at least once every two years and always in accordance with new legislation is good policy.
- Risk assessment by staff should be an ongoing practice, and regular child protection briefings should take place
- Staff will, even in classes where parent are with their children and when they are not *in loco parentis*, take every reasonable precaution to ensure child protection guidelines are attended to and every reasonable precaution is taken to keep children safe however, in those classes staff also recognise that parents are ultimately in charge of safeguarding their children.
- During digital classes, every precaution will be taken to ensure that children are protected, just as precautions are in 'real life' classes.

2 Promoting good practice

2.1 Introduction

The good practice highlighted below outlines a code of behaviour for members of staff, freelancers, contractors and volunteers when working with children/ vulnerable persons for CLIP. Each child/ vulnerable person has the right to protection from all forms of abuse, neglect or exploitation.

It is not always easy to distinguish poor practice from abuse. It is therefore **NOT** the responsibility of people working at CLIP to make judgements about whether or not abuse is taking place. It **IS** however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child/ vulnerable person, as explained in section 4.

It is also their responsibility under the direction of CLIP management to implement all applicable controls, procedures and vetting arrangements which are in place to safeguard children and vulnerable people whilst on site or working on creative learning programmes and to follow up through the appropriate channels any concerns raised.

2.2 Good practice

All CLIP employees and volunteers should adhere to the following principles and action:

- Always put the welfare of the child first
- Treat all children equally and with respect and dignity
- Always engage with children in an open environment i.e. avoiding private or unobserved situations.
- Avoid unnecessary physical contact with children. Where any form of manual or physical support is required it should be provided openly and with the consent of the child and with prior consultation with parent/ carer.

- Keep a written record of any injury that occurs, along with details of any treatment given.
- Seek permission to lift a child, or hold a baby from their attendant parent
- Seek to verify the authenticity of parents' identity, who are attending classes online, via good practice, such as insisting cameras parents use are on so leaders can verify they are in fact parents and are acting according to the rules of the class as laid down in the waiting room
- Seeking action from parents that information will not be exchanged on screen that could endanger their child via enforcing the rules as laid down in the waiting room.
- Immediately acting to stop any recording or photography parents are seeking to make in classes, which is strictly prohibited unless all participants agree.
- Any inappropriate behaviour from parents should not be tolerated, including abusive behaviour, inappropriate language, drunkenness, or aggression towards participants or the facilitator.

Additionally, Creative Learning staff, freelance practitioners and volunteers should:

- Make the experience of CLIP's programme fun and enjoyable: promote fairness, confront and deal with bullying
- Be an excellent role model, provide an example of good conduct: e.g. being mindful of language used; adhering to a school's rules when working in schools; dressing appropriately for the activity being delivered; clearing away rubbish or left-over materials at the end of a workshop.
- Avoid private communication with children, whether in person or online. Phone calls should always be from CLIP lines/ mobiles and never from personal mobiles. (see section 2.4 for detail on social media use)
- Always give enthusiastic and constructive feedback rather than negative criticism
- Always ensure appropriate children-to-staff ratio (1 or 2 staff for up to 25 participants) is adhered to, reporting any discrepancies to the appropriate CLIP member of staff.
- Always conduct a risk assessment before the start of any workshop or activity.
- Involve parents/carers wherever possible, e.g. encourage parents to take responsibility for taking off socks and tights. This also includes parents who are looking after children on behalf of others.
- Ensure that teachers accompanying school groups are with their students at all times during their visit, including both in sessions and during breaks. Report any teacher absence to the Designated Safeguarding Lead.
- Ensure that a register of attendance is taken at the beginning of every session.
- Ensure the collection or availability of contact details for parent/ carer for each child
- The relevant CLIP Manager should ensure that parents of each child have confirmed how their child/ren will be picked up from a session/s or if they have permission to make their own way home.
- CLIP staff hosting online classes will ensure that recording is turned off in meetings
- CLIP staff hosting online classes will speak directly to participants who do not turn their cameras on, and if necessary, remove them from the session after the allocated time period for turning their camera on has expired. They can be re-admitted if they turn their device on.

2.3 Use of photographic/filming equipment

CLIP requires parents/carers to complete a Photographic Release section on the registration form for any child under the age of 18, before taking photographs or video footage. The consent is for the full use of the material by CLIP in any form and in any medium, which reasonably promotes or advertises the aims of CLIP. This will include local press and commercial educational/funding magazines. The photography/video footage will not be used for any other means.

Creative Learning facilitators please note: It is the responsibility of the Facilitator to ensure participants, observers or audiences do not use mobile phones to take photos unless previous consent has been given.

When using Zoom, facilitators will check their meeting settings regularly to make sure no recording of classes can be made by parents.

2.4 Social media use

All social networking sites have the potential to allow workers to communicate with young people on a one to one basis however **we would strongly advise** that any one to one communication using a social networking site is kept in the public eye to safeguard both young people and workers.

CLIP recognises the important role that social networking websites play in the ways in which young people communicate and the effectiveness of these groups to support group endeavours, and the potential safeguarding issues social networking brings therefore CLIP recommends the following:

Creation of profiles/ groups

- New profiles or groups should only be created following agreement by the Artistic Director
- Before creating a new profile or group, check whether one already exists serving the same audience/ group. New profiles and groups will only be agreed if a clear business need can be proven, and sufficient resources are made available to maintain it and respond to feedback generated by the service or project lead.
- The profile or group will be the responsibility of the service area in terms of content management and must be updated on a regular basis to ensure content is fresh and relevant.
- A single, named person in the service area requesting the site must be responsible for maintaining the profile or group. Other approved contributors may also be nominated to assist them.
- Approved contributors should be made aware of this protocol.
- Profiles and groups must not be deactivated without prior approval from the Artistic Director

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- No profile or group will be set up in the name of CLIP or any CLIP activity, unless this is a company lead initiative from management
- Management will then monitor conversations, images and other activity of members of the group and challenge, educate or intervene as necessary.
- Any communication using such groups should be kept public or kept logged. Messages should be saved and kept (both incoming and outgoing) and instant chat must not be used at any time to communicate with young people.

- The staff member should educate members of the group about online safety, including how to customise privacy settings. (For information and resources see <http://www.thinkuknow.co.uk>)
- Staff must not publish images of people unless consent has been given in writing, using an official photograph consent form and images are consistent with the purposes and values of the organisation
- Staff should maintain clear boundaries between their personal and professional lives by customising their privacy settings and avoiding inappropriate personal information becoming visible to members of the group.
- When parents upload photos of their u-5 and tag CLIP in to them, CLIP understands that these parents are acting according to their judgement. CLIP will not upload photos of children to social media without permission, and will not tag parents in to those photos when they do.
- CLIP understand that permission should be sought to use a photo, even when a photo of a CLIP session has been uploaded to social media. That permission should always be sought in writing.

2.5 Data protection and storage of photography

CLIP will protect children's personal data and personal telephone details of anyone under the age of 18 will be stored in a password sensitive document.

Photographs of children and vulnerable persons will be stored in a password sensitive folder. Any original copies, or CD/DVDs will be stored in a locked cabinet, which is the responsibility of the CLIP team

2.6 Poor/ at risk practice

The following are regarded as poor practice and must be avoided by all personnel to avoid putting them or the child at risk:

- Spending time alone with children away from others, or being unescorted in a school environment. In situations where this cannot be avoided, make yourself as visible as possible (e.g. do not have your back to others, leave a door open).
- Making sexually suggestive comments to a child, even in fun
- Allowing allegations made by a child to go unrecorded or not acted upon (for more information on responding to allegations, please see Section 4 of this Policy)
- Administering first aid, without prior notice to the relevant manager or seeking out a staff member with the relevant qualification. Administering prescription or other medications under any circumstances.
- Not following good practice guidelines, rather letting 'common sense' dictate outcomes.

In addition, Creative Learning staff and practitioners must avoid:

- Taking a child alone on car journeys, however short
- Taking a child to their home, whether alone or in the company of another adult
- Engaging in rough, physical or sexually provocative games, including horseplay

- Allowing or engaging in inappropriate touching of any form
- Allowing a child to use inappropriate language unchallenged
- Reducing a child to tears as a form of control
- Doing things of a personal nature that the child can do for themselves
- Making individual contact with children using personal mobile phones, social media and/or email addresses. CLIP has a mobile phone if it is necessary to contact young people out of office hours. (Please also refer to the social media advice in Section 2.4 of this document).
- Organising trips without consulting the relevant Manager and obtaining parental consent
- Allowing persons who are not parent or carers into the workshop space without prior arrangement with the Artistic Director or allowing parents/ carers to take responsibility for others children unless previously agreed.
- Drinking alcohol or smoking, either during or on the way to/ from any activity involving children.
- When working in a public venue running classes for the u-5s, finishing the class after the venue opens to the public
- Encouraging parents to take photographs in class without clearing it with other parents first.

2.7 Online Classes and Live Streaming

Digital classes present some unique risks and this is how leaders must reasonably combat those risks

- Registers will be taken to verify attendees, before they enter the Zoom room
- All attendees will be greeted by name to verify who is who
- If someone has a screen name that identifies them, ie a first and surname, the leader will ask them to change it
- All cameras must be switched on, on entry – if this doesn't happen, the leader must remove the attendee from the meeting until such time as they switch their camera on
- Anyone recording a session will be asked to stop, and then if they do not, will be removed from the session
- Private messaging between participants will be turned off.
- Any inappropriate behaviour from parents will lead to that participant being ejected, including abusive behaviour, inappropriate language, drunkenness, or aggression towards participants or the facilitator.
- No one without a ticket should be allowed into a class. Facilitators should contact CLIP management if in doubt or ask to see a screenshot via direct message of the participant's ticket, or get their order number from them and communicate back to management.
- Be sure to test how to kick out anyone from your Zoom room – see appendix D
- Do not admit anyone who has not booked
- Never publish a link to a CLIP class online in a public forum

2.8 Working in Venues That Are Open to the Public at Other Times

CLIP regularly hold classes in venues that are, after our events, open to the public. Facilitators should take every reasonable precaution to ensure clients are protected in these venues, but ultimately, parents are responsible for their children's safety in classes where they are present.

- Members of the public should not be in spaces when classes are on. If they are, the facilitator should explain to them why they cannot be there. If they refuse to leave, the facilitator should seek the support of the venue management and complete an incident report form.
- Classes should not run late, causing members of the public to enter while a class is ongoing
- Areas that facilitators are working in should be fenced off as far as possible
- CLIP's policy is that parents are ultimately in charge of their child's safety at events where they are present and participating with them, and CLIP expect them to supervise their child at all times, but will seek to take reasonable precautions.

3 Child abuse

3.1 Introduction

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child/ vulnerable person regardless of their age, gender, ethnicity or ability.

The abuser may be a family member, someone the child encounters in residential care or in the community, including through sports and leisure activities. Any individual may abuse or neglect a child or vulnerable person directly, or may be responsible for abuse because they fail to prevent another person harming the child or vulnerable person.

Abuse in all of its forms can affect someone at any age. The effects can be so damaging, that if not treated may follow a child into adulthood.

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

3.2 Types of abuse

Physical abuse: where a child/ vulnerable person is physically hurt or injured e.g. by hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving children alcohol or inappropriate drugs would also constitute physical abuse.

This category of abuse can also include when a parent/carer reports non-existent symptoms or illness deliberately causes ill health in a child they are looking after. Fabricated or Induced Illness (previously known as Munchausen Syndrome by Proxy)

Emotional abuse: the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn.

Neglect: occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment.

Bullying may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are four main types of bullying, which may happen in face-to-face contexts or remotely, e.g. via social media.

It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments).

Sexual abuse occurs when adults (male or female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography, talking to them in a sexually explicit manner or encouraging inappropriate relationships to develop are also forms of sexual abuse.

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Radicalisation The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The accepted UK Governmental definition of extremism is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty

and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas'. CLIP recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and extremist views of any kind are not tolerated.

3.3 Signs of abuse and neglect

The following signs may be noted by any member of CLIP staff, but often they may only be noticed by Creative Learning staff/ practitioners, or those with some prior knowledge of the child. It must be recognised that the above lists are not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place.

PLEASE NOTE: Reference section 4 for situations of when a young person discloses sensitive information to you.

Behavioural signs of sexual abuse:

These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected.
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities.
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.

Behavioural signs of physical abuse:

If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed.
- Have trouble sleeping.
- Behave aggressively or be disruptive.
- Show fear of certain adults.
- Have a lack of confidence and low self-esteem.
- Use drugs or alcohol.

Signs of FGM or risk of FGM:

- A girl or woman may be at risk if:
 - Parents state that they or a relative will take the child out of the country for a prolonged period, possibly to the country of origin, if that country is known to practise FGM. For a list of countries, visit: www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf
- Indicators that a girl or woman may have been the victim of FGM include:
 - She has difficulty walking, sitting or standing and may even look uncomfortable
 - She has frequent urinary, menstrual or stomach problems or spends prolonged time in the toilet
 - She talks about pain or discomfort between her legs.

Individually, these factors may not indicate risk but if there are two or more indicators present, this could signal a risk to the child or young person.

Signs of neglect:

Neglect involves ongoing, severe failure to meet a child's needs. Here are some signs of possible neglect:

- If the child seems underweight and is very small for their age
- If they are poorly clothed, with inadequate protection from the weather
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters.

Behavioural signs of radicalisation:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

4 Responding to concerns and allegations

4.1 Introduction

It is not the responsibility of anyone working at CLIP in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a legal obligation to report any concerns so that the necessary action may be taken to protect the child. This applies **BOTH** to allegations/concerns of abuse occurring at a CLIP session (whether by staff, volunteers or members of the public) and to disclosure/concerns that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions. For more detailed information, see the Government's guidance document: ['What to do if you are worried a child is being abused' \(2015\)](#)

4.2 Receiving evidence of possible abuse

CLIP staff or freelancers working with children at CLIP may become aware of possible abuse in various ways. They may see it happening, may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to by someone else or directly by the young person affected.

If a child **discloses** information that indicates that they are being abused, you should:

- **stay calm** and listen carefully to what is said
- **inform** the child, at an appropriate early opportunity, that it is likely the information will need to be shared – do not promise to keep secrets

- **allow** the child to continue at her/his own pace
- **reassure** the child that they are not to blame and that it was right to tell
- **listen** to the child, showing that you are taking them seriously
- **ask questions** for clarification only so that there is a clear and accurate understanding of what has been said. At all times avoid asking questions that suggest a particular answer
- **tell** them what you will do next and with whom the information will be shared
- **record** in writing what was said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- **report** the incident to the Designated Safeguarding Lead

4.3 Recording information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the allegation/ disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Please use an Incident Report Form (Appendix B). Information should include the following:

- The child/ vulnerable person's name, age and date of birth
- The nature of the allegation/ disclosure/ concern, including dates, times and any other relevant information
- Relevant information about the circumstances of your concerns – what you see, hear or suspect to be happening about an individual child and young person;
- Details of witnesses to the incidents
- The child/ vulnerable person's account, if it can be given, of what has happened and how any bruising/injuries occurred
- Have the parents been contacted? (This should not be done prior to advice from CLD/CLM). If so what has been said?
- Has anyone else been consulted? If so record details
- Has anyone been alleged to be the abuser? Record detail.

CLIP will keep a record of any child protection information on file in a password-protected folder until the day that child s due to turn 25 years old. This retention is set in line with the Limitation Act 1980 , which allows that a claim can be made against an organisation by a minor for up to 7yrs from their 18th Birthday.

4.4 Reporting the concern

If you have any concerns about the welfare of a child, you must report these to the Designated Safeguarding Lead. She will usually decide whether to refer the child to children's social care, but it is important to note that anyone can refer their concerns to children's social care directly.

If there is a risk of immediate serious harm to a child, call the police on 999.

If, following a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead or the staff member who has reported concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Allegations of abuse are sometimes made sometime after the event. Where such allegation is made, you should follow the same procedures and have the matter reported to children's social care.

You can report your concern via the following routes:

- **Lambeth Children's Social Care:** 020 7926 5555
- **Streatham Police Station:** 999
- **NSPCC:** 0808 800 5000 (24hrs line)

4.5 How CLIP will respond

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Designated Safeguarding Lead at CLIP who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- CLIP will refer the matter to children's social care
- The Artistic Director should be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings

4.6 Sharing Information

Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

- Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

4.7 Should we tell parent / carers if we are going to make a referral?

- It is good practice to be as open and honest as possible with parent carers about any concerns. If you need to make a referral to social care, you should normally discuss this with the parent carer before you do. However, inability to inform parent carers should not prevent a referral being made. It would then be a joint decision with Children’s Social Care about how and when the parents should be approached and by whom.
- You should NOT discuss your concerns with parent /carer in the following circumstances:
 - Where sexual abuse or sexual exploitation is suspected
 - Where organised or multiple abuse is suspected.
 - Where Fabricated or Induced Illness (previously known as Munchausen Syndrome by Proxy) is suspected
 - Where Female Genital Mutilation is the concern
 - In cases of suspected Forced Marriage
 - Where contacting or discussing the referral would place a child, yourself, or others at immediate risk.

4.8 Internal inquiries and suspension

- If any member of staff has concerns about another staff member or about safeguarding practices at CLIP, they must report their concerns to the Artistic Director.
- CLIP’s Artistic Director will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries
- Irrespective of the findings of the social services or police inquiries the Artistic Director and Executive will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases the Artistic Director must reach a decision based upon the available information. Suspensions will be upheld if, on the balance of probability, it is more likely than not that the allegation is true. Whilst proper procedures must be maintained, the welfare of the child should remain of paramount importance throughout.

5 Recruiting and selecting personnel working with children

5.1 Introduction

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting.

5.2 Controlling access to children

- All staff, freelance workers and volunteers should complete an application form. The application form will elicit information about the applicant's past and a self-disclosure about any criminal record.
- Consent should be obtained from the applicant to seek information from the Disclosure and Barring Service (DBS) and the process implemented immediately on confirmation of appointment.
- Two confidential references, including one regarding previous work with children should be obtained. These references MUST be taken up and confirmed through telephone contact.
- Evidence of identity (passport or driving licence with photo)

5.3 Interview and induction

All employees and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction during which:

- A check should be made that the application form has been completed in full, including sections on criminal records and self disclosures
- The job requirements and responsibilities should be clarified
- Safeguarding procedures are explained and training needs identified e.g. basic safeguarding awareness

5.4 Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers in:

All trustees as well as staff & volunteers in public facing roles

- Being alert to the possibility of child abuse and neglect, i.e. the definition, prevalence, identifying features in a child or adult, legal parameters and social consequences
- Having enough knowledge to recognise an abusive or potentially abusive event or set of circumstances
- Knowing who in the organisation to raise your concerns with
- Being competent in taking the appropriate immediate or emergency action
- Knowing how to make a referral to Social Services and/or the Police

Additionally for Creative Learning staff & volunteers

The following must be delivered by fully accredited trainers:

- Creative Learning Director/ Designated Safeguarding Lead must review policy and update training every two years
- CLIP will arrange an annual induction which all practitioners engaged in regular activity must complete

5.5 Disclosure & Barring (DBS) procedures

CLIP requires:

- Disclosure & Barring Service (DBS) checks only on staff & freelancers who are likely to have direct and regular (once a week or more in a 30 day period) contact with young people.
- All freelance workers must have an DBS check certified within the 12 months prior to commencing employment and/or be registered on the DBS Update service, which allows employers to check certificates online.
- Certificates will be checked by the Artistic Director, who will record the name, Disclosure Number and date processed, which will be kept in a password secure document.
- Freelancers will be employed subject to what is recorded on their DBS form and their suitability of working with young people.
- A worker for CLIP without a DBS check may lead a workshop if they are supervised by a DBS- checked member of staff and not in regular activity (as defined in the first clause of this Section)

Appendix A – Incident Report Form

To be completed in the presence of the Artistic Director where possible

Completed by:

Contact details:

Description of incident:

Date:

Please include:

- Child’s name, age and date of birth
- The nature of your concern, including dates, times and any other relevant information
- Relevant information about the circumstances of your concerns – what you see, hear or suspect to be happening about an individual child and young person; allegations of abuse; injuries or bruising
- The child’s account, if it can be given, of what has happened

I confirm that the above information is correct to my best knowledge. I know not to pass on any information disclosed above but may be requested to recount the events in a court of law.

.....
(Signed on behalf of witness)

.....
(Signed on behalf of CLIP)

Appendix B – Government information and guidance on safeguarding issues

Key legislation and government guidance, including detail on the procedures for reporting and following up concerns may be found online in the following locations:

Working Together to Safeguard Children (statutory guidance)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (statutory guidance)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix C – Key contacts

- For advice and guidance on any issues relating to this policy, please contact:
 - http://www.safenetwork.org.uk/training_and_awareness/pages/lscbs.aspx
- Concerns about the welfare of a child may be reported by via the following routes:

If a child is in immediate danger, call 999.

Appendix D – Online Protocols and Safeguards When Using Zoom

- When you are in a Zoom meeting, you will see the waiting room is enabled. As such, participants can be removed, back to the waiting room, if you have concerns. To remove a participant, hover over their name, and a *more* button will appear – click *remove*
- All other features required to keep participants safe have been enabled by management: these are:
 1. Screen sharing is off for everyone but the host
 2. Direct messaging between attendees is off
 3. File sharing is off
 4. Recording is off
 5. We have asked participants, in their booking email and in the waiting room, to turn their cameras on, even if it's brief, so we can see that they are who they say they are.
 6. We have asked participants, in their booking email and in the waiting room, to change their screen name to a first name, to avoid offering up too much information about their child.