



SECTION A: SAFEGUARDING

Pathways Saturday School works with children and young people in education and community settings. We are committed to safeguarding the wellbeing and safety of every child and vulnerable adult we work with, and this policy outlines the principles we work to.

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This policy outlines the principles and procedures which should be followed by all staff (full or part time). This policy should be read in conjunction with our Sections B (Responsibilities, Responding and Reporting guidelines and our other organisational policies on Digital Safeguarding and Equality, Diversity and Inclusion. The principals and all other aspects of this policy should apply equally to children and vulnerable adults.

1. Safeguarding

Our definition of safeguarding is as follows: 'Safeguarding children is the action we take to promote the welfare of children and protect them from harm – it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Safeguarding is:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of Safe and effective care; and
- taking action to enable all children to have the best outcomes.

We have defined safeguarding as:

- When working with children, young people and vulnerable adults we take all reasonable measures to ensure that the risks of harm to their welfare are minimised.
- When there are concerns about children and young people's welfare, we will take appropriate actions to address those concerns, working to agreed local policies and procedures, in partnership with other local agencies;
- Protecting staff, artists and everyone else who works with JtD and taking appropriate action to ensure their safety and well-being.

2. Our Principles

In all our work with children we adhere to the following principles:

- The well-being and safety of each child and vulnerable adult is our primary concern.
- We respect the rights and dignity of every child we work with.
- We respect the right of children to express their views and have them listened to.
- Children, vulnerable adults and staff with us are treated equitably and sensitively, regardless of gender, ethnic origin, cultural background, sexual orientation, religion and other protected characteristics.
- Relationships between our staff and the children they work with are based on trust and respect.
- Staff and artists seek to achieve a balance between artistic outcomes and the social, emotional, intellectual and physical needs of the children we work with.
- All our staff and artists who work with children have a responsibility to actively safeguard against physical, sexual or emotional abuse or harm of any child with whom they come into contact. Any suspicions or allegations of abuse or harm are taken seriously and responded to, swiftly and appropriately.
- When running projects for young people, staff recruitment and selection processes will include enhanced Disclosure and Barring Service (DBS) checks.
- All concerns and allegations of abuse will be taken seriously by the Trustees, Artistic Director, Producer, Staff, Artists and Volunteers are responded to appropriately.

3. Who does this include?

- The policy and good practice guide apply to all Trustees, staff, artists and volunteers who work with children during their engagement at Pathways Saturday School
- Children, parents and caregivers will be informed of the policy and its principles as and when appropriate. This policy will be made available to parents, caregivers and participants on request.

4. Procedures

We will ensure that all Pathways Saturday School trustees, staff and volunteers will:

- Develop their understanding of the signs of abuse and indicators of abuse.
- Know how to respond to a child who discloses abuse.
- Ensure that all parents/carers are made aware of the responsibilities of staff members and volunteers with regard to safeguarding procedures.
- Our procedures will be reviewed annually and/or following a safeguarding incident and updated where necessary.
- All new members of staff and new volunteers will be given a copy of our safeguarding policy and good practice guidelines.

5. Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need to know basis.
- All staff and volunteers must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep a disclosure secret.
- All reporting will be made confidentially through secure digital forms.

6. Staff Training and Support

- All Staff will be given a copy of the Company's Safeguarding Policy and a briefing before projects involving young people and vulnerable adults. This also applies when working digitally and a separate Digital Safeguarding Policy applies.
- We recognise that staff working for Pathways Saturday School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will provide support to such staff and volunteers by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

7. Additional Documents - Responsibilities, Responding and Report and additional Practical Guidelines

All Staff will be given a copy of the Company's policy with Sections B: Responsibilities, Responding and Report, and Section C: Practical Guidelines.

1. Responding to a safeguarding incident or concern involving a child or adult at risk

If an incident, allegation or suspicion of abuse or any other matter which calls the wellbeing of a child or adult at risk into question (hereinafter referred to as 'incident') is disclosed, seen, heard or suspected, the person receiving the information, whether a member of staff, DSL, student, member of another organisation with which the company is working should follow the procedure below:

- stop other activity and focus on what you are being told or seeing – responding to the incident being reported should take immediate priority;
- react in a calm and considered way but show concern;
- tell the child, adult at risk or third party that it is right for them to share this Information;
- take what the child, adult at risk or third party has said seriously and allow extra time where there is a speech or language difficulty;
- keep questions to an absolute minimum necessary to gain a clear and accurate understanding of what is being said, and do not interrogate the child, adult at risk or third party;
- avoid leading questions, as this might later damage evidence.
- listen and do not interrupt if they are recounting significant events;
- offer reassurance;
- do not give assurances of confidentiality, but explain you will need to pass on this information to those that need to know; and
- consider whether immediate action is needed to protect a child or adult at risk who may have been harmed or be at risk of harm – think about the child or adult at risk who is the immediate concern and any others who may have been harmed or be at risk of harm, in light of what you have been told or seen.

In cases where there is an immediate risk of harm to a child or adult at risk and it is unsafe to wait until the next working day, either the person raising the concern or a DSL should immediately call the Chair of the Trustees.

If a DSL is not immediately available and a child is in immediate danger or at risk of harm you

should alert the appropriate regional Safeguarding Board listed below and/or the Police on 101 and stay with those you think are at immediate risk until they can be transferred to safe care, where practical.

When there are serious concerns about immediate risks to a child or if a child has suffered significant harm and continues to be at risk please call the police on 101 or emergency services on 999.

You should be prepared to give clear details of the concern, the child's name, date of birth, address and contact details for parents and carers. A referral in urgent circumstances can be made by telephone, but a completed Safeguarding Incident Form is required as soon as possible (even if some details need to be supplied at a later date.) This form can be found at the end of this document.

If you have any concerns about anyone working for Pathways Saturday School based on work in the room, or knowledge of things outside of work this needs to be reported to the DSL

SECTION B: RESPONSIBILITIES, RESPONDING and REPORTING

Safeguarding issues rarely follow a consistent pattern or can be covered by one definition or label. In most cases, multiple issues will overlap with one another and decisions about responses will be nuanced and complex.

Glossary of acronyms used in this document

DSL: Designated Safeguarding Lead (within Jones the Dance)

RSB: Regional Safeguarding Board

DBS: Disclosure and Barring Service

Important contacts

Relevant Regional Safeguarding Boards (RSB's)

Children

If you have concerns about a child's welfare, or feel that they may be being abused or neglected, please contact the [Integrated Access and Referral Team \(I-ART\) or the Emergency Duty Team \(out of hours\)](#). Cheshire Police can also be contacted on 0845 458 0000 (999 in an emergency).

Cheshire West and Chester Local Safeguarding Adults Board (LSAB)

Community Access Team

- 0300 123 7034 (or out of hours: 01244 977277)

1. Overview and responsibilities

These procedures aim to strike a balance between the need to protect children and adults at risk from abuse and the need to protect Pathways Saturday School staff, students, members, volunteers and visitors from false allegations.

It is not the responsibility of anyone working at Pathways Saturday School in a paid or voluntary capacity to decide whether a child or adult at risk has been abused in the past, is being abused or might be abused. However, there is a responsibility to act on concerns in order that children and adults at risk can be supported and protected in the short term, and that appropriate agencies can make enquiries and take any necessary action to protect them.

It is the remit of the appropriate authority and not anyone connected with Pathways Saturday School to investigate incidents that require referral.

Abuse of children and adults at risk can and does take place outside the family setting, including within organisations, potentially by anyone involved in working with children or adults at risk in a paid or voluntary capacity. Evidence indicates that abuse which takes place in an organisation is rarely a one-off event, so it is important that all staff within Pathways Saturday School are aware of this and take the appropriate action to respond to an allegation or suspicion.

Abuse of children and adults at risk can be perpetrated by another child or adult at risk and where this occurs the age and understanding of the alleged perpetrator must be taken into consideration. The circumstances of the alleged abuser must be assessed separately from those of the alleged victim and must include exploration of why the behaviour has occurred.

Where Pathways Saturday School receives reports of concerns about the way that a Pathways Saturday School teacher or workshop leader is working with children and young people that raises questions about safe dance practice (particularly with respect to the possibility of physical injury or impairment being caused to students), Pathways Saturday School will carry out all possible and appropriate investigations as the expert in the dance education field. In the event of the investigation substantiating such concerns, a safeguarding referral may then be made to the appropriate authority. In this context it should be noted that complaints against members cannot be assumed to be substantiated until appropriate processes have been completed, and in some circumstances may be rejected or may not be able to be investigated (e.g. in the case of anonymous complaints).

2. Early intervention and help

When a child, adult at risk or family is or may be experiencing difficulties, support is most effective when it is provided as early as possible and Early Intervention can sometimes be appropriate.

Any child may benefit from “Early Help”, but staff should be particularly alert to the potential need for support for any child or young person who

- is disabled and has specific additional needs
- has special educational needs
- is known to be a young carer
- is showing signs of being drawn into antisocial or criminal behaviour including involvement in serious youth violence, gangs or ‘county lines’
- is frequently missing
- appears to be misusing drugs or alcohol

- appears to be at risk of modern slavery, trafficking or child exploitation
- is in a family circumstance which presents challenges for the child such as substance abuse, adult mental health problems or domestic abuse
- has returned to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited; or
- is a privately fostered child.

If any staff, trustees or volunteers suspect early intervention is needed, the first point of contact should be the DSL.

3. Responding to a safeguarding incident or concern involving a child or adult at risk

If an incident, allegation or suspicion of abuse or any other matter which calls the wellbeing of a child or adult at risk into question (hereinafter referred to as 'incident') is disclosed, seen, heard or suspected, the person receiving the information, whether a member of Pathways Saturday School staff, DSL, student, member of another organisation with which Pathways Saturday School is working should follow the procedure below:

- stop other activity and focus on what you are being told or seeing – responding to the incident being reported should take immediate priority;
- react in a calm and considered way but show concern;
- tell the child, adult at risk or third party that it is right for them to share this Information;
- take what the child, adult at risk or third party has said seriously and allow extra time where there is a speech or language difficulty;
- keep questions to an absolute minimum necessary to gain a clear and accurate understanding of what is being said, and do not interrogate the child, adult at risk or third party;
- avoid leading questions, as this might later damage evidence.
- listen and do not interrupt if they are recounting significant events;
- offer reassurance;
- do not give assurances of confidentiality, but explain you will need to pass on this information to those that need to know; and
- consider whether immediate action is needed to protect a child or adult at risk who may have been harmed or be at risk of harm – think about the child or adult at risk who is the

immediate concern and any others who may have been harmed or be at risk of harm, in light of what you have been told or seen.

In cases where there is an immediate risk of harm to a child or adult at risk and it is unsafe to wait until the next working day, either the person raising the concern or a DSL should immediately call the Chair of the Trustees.

If a DSL is not immediately available and a child is in immediate danger or at risk of harm you should alert the appropriate regional Safeguarding Board listed below and/or the Police on 101 and stay with those you think are at immediate risk until they can be transferred to safe care, where practical.

When there are serious concerns about immediate risks to a child or if a child has suffered significant harm and continues to be at risk please call the police on 101 or emergency services on 999.

You should be prepared to give clear details of the concern, the child's name, date of birth, address and contact details for parents and carers. A referral in urgent circumstances can be made by telephone, but a completed Safeguarding Incident Form is required as soon as possible (even if some details need to be supplied at a later date.) This form can be found at the end of this document.

4. Responding to a safeguarding incident or concern involving a member of J Pathways Saturday School staff, student, member, volunteer or visitor:

If anyone has a concern about the behaviour of a member of Pathways Saturday School staff, trustee, student, member, volunteer or visitor, they should discuss this with their line manager, appropriate member of staff, DSL or trustee as soon as possible.

There will be occasions when a student, parent or other person makes an allegation against a member of Pathways Saturday School staff, a Pathways Saturday School workshop participant, student, or volunteer which refers to concerns that the person has caused harm to a child or adult at risk, acted in a way that created potential serious risk to a child or adult at risk or would pose a risk of harm if they continue to work in regular or close contact with a child or adult at risk in their present position or in any capacity.

The majority of allegations against staff, students, members or volunteers will relate to their behaviour whilst working. However, some concerns may relate to their personal life or the care of their own children. In some cases, there may have been an allegation of abuse regarding someone closely associated with them and this person may pose a risk of harm to the child(ren)

of the staff member, student, trustee, member, volunteer or visitor is responsible for.

Line managers and members of staff who are notified of such concerns will be expected to report this to a DSL as soon as possible and ideally within the same working day.

All staff, students, members, and volunteers should feel able to raise concerns about poor or unsafe practice, and know that these concerns will be taken seriously by the Board and will be dealt with sensitively and appropriately. It is not necessary for safeguarding concerns to be in writing (other than the Safeguarding Incident Report Form) in order for them to be acted upon.

Where it is known that a member of staff, student, visitor, volunteer is under investigation by a third party or an appropriate authority, for actions that may have occurred either as a result of their work with Pathways Saturday School or in their private life and which might give cause for concern about their suitability to work with children and adults at risk, this must be reported to the Board.

5. Reporting a safeguarding incident or concern

Make a comprehensive record of what is said or seen and actions taken at the earliest possible opportunity. Report this using the Safeguarding Incident Report Form within the timescales stated. The Safeguarding Incident Report Form is available at the end of this policy document.

The comprehensive and confidential record and Safeguarding Incident Report Form should include the following:

- a detailed record of the incident in the child or adult at risk's own words or the words of the third party reporting it. You should note that there may be occasions when this record may be used later in a criminal trial and therefore needs to be as full and accurate as possible
- details of the nature of the incident
- a description of any injury (please note that you must not remove the clothing of a child or adult at risk to inspect any injuries)
- dates, times or places and any other information that may be useful such as the names and addresses of potential witnesses; and
- written records including emails and letters.

The Safeguarding Incident Report Form (found at the end of this document) should be submitted to the DSL as soon as possible, preferably immediately, and certainly within 24 hours. If the concerns relate to a specific DSL, then it should be reported to the trustees.

For security and confidentiality reasons communication via email should be avoided wherever

possible.

Keep all original notes as they may be needed as evidence.

The DSL will pass on any allegations to the Chair of Trustees and any organisation connected to the incident, allegation or suspicion of abuse that has been made.

Following decisions made by the DSL and/or Chair, the parents or guardians of the child(ren) or adult(s) at risk (where known / identified) may be contacted and if appropriate a referral made to the Children's or Adult Social Services and/or Regional Safeguarding Board. There may be occasions where it is inappropriate for parents to be contacted and the matter will immediately be referred to Children's or Adult Social Services and/or Regional Safeguarding Board.

<https://gov.wales/reporting-suspected-abuse-harm-or-neglect-safeguarding>

In the event of an allegation related to a member of Pathways Saturday School staff or the Regional Safeguarding Board will be informed within 24 hours of the allegation being known. The criteria for making a referral to Regional Safeguarding Board is that a member of Pathways Saturday School staff or volunteer may have;

- behaved in a way that has or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children.

The Regional Safeguarding Board offers a consultation service which supports those investigating an allegation or concern and provides expert advice. Every consultation with the RSB is followed up in writing to reflect the advice and guidance given. Pathways Saturday School will keep a clear record of their correspondence with the Regional Safeguarding Board.

All members of Pathways Saturday School staff/trustees handling cases involving allegations against members of Pathways Saturday School staff, volunteers, students will recognise the need for, and must observe absolute confidentiality in these circumstances.

There may be occasions when it is appropriate for the child(ren)'s main school to be contacted, where these details are known.

6. After a safeguarding incident or concern has been reported

The Chair or DSL will decide on any action to be taken, including whether to contact the parent, carer or guardian and / or refer the matter to an appropriate authority and will ensure that Pathways Saturday School complies in full with any resulting investigation.

Where an allegation, suspicion or incident, in the opinion of the DSL, is of low-level concern,

does not require immediate referral to the relevant authorities but requires monitoring, no further immediate action will be taken other than to feed back to the relevant Trustee.

Whether or not any referral is made, the DSL will monitor the situation and refer again if it appears that any concerns remain.

The Regional Safeguarding Board has a specific role within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- committed a criminal offence against children, or related to a child; or
- behaved towards a child or children in a way that indicates they are unsuited to working with children.

Depending on the outcome of any referral and where applicable, Pathways Saturday School will refer a named individual for consideration for barring and will contact the Disclosure and Barring Service.

Pathways Saturday School staff, student, or volunteer under investigation will be prevented from working or otherwise interacting with children and adults at risk at Pathways Saturday School and where applicable will have their Pathways Saturday School employment suspended, until the outcome of the investigation is known and a decision made.

7. Further advice and guidance

Remember, safeguarding is everyone's business and if anyone tells you, or if you see mistreatment or abuse or have concerns about a child, young person or adult at risk of being harmed, it is your role to respond sensitively and share information by alerting others who have a designated role within Pathways Saturday School.

Anyone who wishes to seek guidance from an external agency may contact the Police or Social Services Department (via the Regional Safeguarding Board). Guidance and advice are also available from the NSPCC Helpline on 0808 800 5000, or Childline for children and young people on 0800 1111 or the Pan European number – 116 111(whilst in Europe).

If you believe an incident has not been dealt with in accordance with these procedures, it should be reported to the Chair of the Board in writing immediately.

8. Safeguarding Incident reporting form

It may be necessary for you to write handwritten notes during the disclosure process but we would then ask you to write the disclosure up and submit via the link provided below as this is the most secure way of transferring the information.

This form will only be visible to the DSLs. Please keep all initial notes that you may take.

Once you have completed and submitted the digital disclosure form please call or email the DSLs, detailed at the top of this policy, to alert them that the form has been submitted. Please make sure you get confirmation from them that they have received the completed form.

Guidance on note taking:

- Make brief notes at the time you first become concerned/or were approached, and write these up, using the form below as soon as possible.
- Do not destroy your original notes in case they are required by the court
- Keep a record of anything you are concerned about and the actions you take as a result.
Re. a child or vulnerable adult: injuries, inappropriate behaviour or a change in behaviour, conversations or overheard comments etc Re. another worker: attitude, behaviour
- Include the date, time and place of any conversations or observations, and names of anyone else present
- Be objective in your recording: include statements and observable things rather than interpretations or assumptions.
- Try to record any conversations verbatim, (e.g. if a child uses slang or euphemisms record the actual words used rather than translating them into 'proper words'.
- Draw a diagram to record the position of any injury
- Record observed behaviour of the individual during disclosure.
- Pass your written notes on to a DSL, named above to be stored confidentially.

Name of Child or Vulnerable adult:

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Name and contact details of person reporting the incident:

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Parent/Carer name/s and contact details:

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What is said to have happened or what was seen:

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When and where did it occur:

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Who else, if anyone, was involved and how?

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What was said by those involved – questions, answers etc?

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Were there any obvious signs e.g. bruising, bleeding, changed behaviour?

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Was the child able to say what happened, if so, how did they describe it?

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Who has been told about it and when?

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Do the parents know?

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SECTION C: GOOD PRACTICE GUIDELINES

This is a practical guide for new and current teachers, dancers and workshop leaders to be read in conjunction with our Safeguarding Policy and Digital Safeguarding policy before each new project or every year after the policy has been updated.

These guidelines have been developed to help all staff and artists who work for Pathways Saturday School to ensure the safety of all the children we work with. They are also designed to help protect staff. We know that false allegations of abuse are occasionally made by children and - although this is a rare occurrence – it is important that staff do not put themselves in situations where they are vulnerable.

Section B: Safeguarding Good Practice Guidelines are general Guidelines, which should be read in conjunction with Section A: Safeguarding Policy and Section C: Responsibilities, Responding and Reporting

Our policy and guidelines apply to all staff, whether on permanent, temporary or freelance contracts or working as volunteers.

This document covers:

- Who your Designated Safeguarding Lead is
- Working with children – a child centred approach
- Contact with children
- Relationships
- Children in employment
- General guidelines about unacceptable behaviour of a child
- If you have any worries
- Definitions of abuse
- Things to look for and think about

1. Your Designated Safeguarding Lead

In all instances of concern - you should contact

Designated Safeguarding Team Lead: Eli Williams

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Faculty Designated Safeguarding Lead: Bernadine Murray

Head of Department of Art & Design

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Strategic Safeguarding Lead: Dr Delyth Hughes

Director Student Services

Email: delyth.hughes@chester.ac.uk

2. Working with Children – A Child Centred Approach

Pathways Saturday School considers it essential that the children we work with are valued and respected as individuals and that we listen to their views and concerns. It is very important to maintain an open and positive relationship with children, which largely contributes to the success of any work undertaken. Children who come to Pathways Saturday School for participation in projects must always feel that staff are providing a safe environment for them to learn and express themselves. Staff must adhere to the following principles when working with children:

- Treat children with respect.
- Offer encouragement and praise.
- Take time to listen to children's views, utilising a range of

communication strategies to support them to communicate in their own way e.g. non-verbally. .

- Where possible take children's views on board in any relevant decision-making process.
- Maintain a balance between friendship and professionalism, ensuring that children are supported by the relationships that are developed.

3. Contact with Children

The following is a list of guidelines that anyone working for Pathways Saturday School must adhere to when working with young people:

- Work in schools should always take place in the presence of a teacher or other professional employed by the school..
- Work in other education contexts should take place in the presence of a teacher or group leader.
- There should always be at least two adults present in the room during any activities with children.

The following is a list of generic guidelines for appropriate contact with children:

- Avoid being left alone with a child – if it is unavoidable, make sure that you are within sight and hearing of others. Always keep doors to rooms open.
- As a dance company we often use physical contact within our performances and workshops. Staff should check with participants and teachers that they are happy to use some physical contact in exercises. Staff should be conscious of cultural barriers that might make physical contact not possible and be ready to adapt activities accordingly.
- Do not have any unnecessary physical contact with children. If it is unavoidable or desirable, for example if a child is distressed about something, the purpose of the contact must be made clear and it should only take place with the child's consent. Remember that someone else might misinterpret your actions, however well intentioned.
- Respect a young person's right to privacy.

- Do not do anything of a personal nature for a child.
- Adults and children must never share changing and toilet facilities.
- When working in schools Pathways Saturday School staff must ensure they use the staff toilets and not the students'.
- Never engage with a young person online, on social media unless a site or group has been specifically set up as a communications tool. In this instance, the Designated Lead should also be added as an admin of the group.
- Photographs and images taken during projects and performances must be processed in accordance with permissions granted on parental/guardian consent forms. Pathways Saturday School will always seek this permission before a workshop begins, with teachers informed of any restrictions or specific requirements.
- Photographs taken where consent for use is not granted should be deleted. For photographs which feature multiple individuals with varying degrees of consent - identities must be removed (i.e. faces covered) for individuals where consent is not given. It is possible for children without consent to be obscured in group photos with smiley face emojis or daisies for example. It makes people feel less excluded and singled out.
- Risk assessments must be carried out before projects.
- Emergency contact/allergies forms must be completed for each child and kept in an easily accessible and safe place.
- It is inappropriate for Pathways Saturday School staff to give their personal mobile number to children.
- In many dance rehearsals and workshops physical contact is essential and more detail is given about that in the education and rehearsal/performance guidelines.
- Staff, teachers and workshop leaders should never give lifts in personal cars to participants.

4. Relationships

During the course of their work, some staff at Pathways Saturday School will develop relationships of trust with children.

‘A relationship that exists between an adult and a young person aged 18 years or under, where the adult has power or influence over that young person due to the nature of their role within the organisation.’

For example, this might be with facilitators leading youth workshops during a project.

This contact can lead to a ‘relationship of trust’ – this is defined as:

It is essential that such power is not abused in any way by anyone working for Pathways Saturday School.

Some legal issues that need to be considered when working with children are:

- Young people aged 16 to 18 are all classified as children in law. A young person’s age does not necessarily reflect maturity and emotional development, and young adults may still be vulnerable to abuse. The law states that it is an offence for a person aged 18 or over to have sexual intercourse or engage in any other sexual activity with a person under that age, if the older person is in a position of trust in relationship to the younger person*.
- It is essential that Pathways Saturday School staff recognise their responsibility towards children and young people they are working with, and that their position of trust is not abused. This includes socialising outside work.

* Pathways Saturday School policy is that romantic relationships between staff and participants are not permitted.

5. General Guidelines about Children’s Behaviour

- It is important that unacceptable behaviour is challenged. However, sanctions or reprimands which are in any way humiliating, or make a child look or feel foolish in front of others, are not acceptable. Humiliating behaviour is equally unacceptable from an adult or another child.
- Occasionally, children may exhibit inappropriate behaviour. It is very important that this behaviour is dealt with quickly as the behaviour may be an indicator of other issues affecting the child. It is essential that Pathways Saturday School staff report via the incident reporting form (Link) any suspicions or allegations of abuse or bullying, whether by an adult or another child.
- It is essential that Pathways Saturday School staff report any suspicions that arise from the inappropriate behaviour of a child (see Section Procedures for Reporting and

6. If You Have Any Worries

Recognising child abuse is not easy. However, it is not up to individuals to decide whether or not abuse has taken place. This applies regardless of whether your concern relates to the behaviour of another Pathways Saturday School employee, or the possibility that a child might be a victim of abuse at home or elsewhere.

7. Definitions of Abuse

It is generally accepted there are five main forms of abuse:

7.1 Physical Abuse includes hitting, shaking, throwing, poisoning, burning or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child, or deliberately causes illness.

7.2 Emotional Abuse is the persistent emotional ill-treatment of a child, which can cause severe adverse effects on the child's emotional development. It can take many forms, for example it can involve conveying to a child that they are worthless, or imposing expectations that are not appropriate for a child's age. Some level of emotional abuse is involved in all types of ill-treatment of children, but it can also occur alone.

7.3 Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, or non-contact acts such as involving children in looking at, or in the production of pornographic material.

7.4 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may also occur during pregnancy as a result of maternal substance misuse. Once the child is born, it can include a parent or carer failing to provide adequate food or clothing for example, or a lack of response to a child's basic emotional needs.

7.5 Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is not acceptable to Pathways Saturday School.

7.6 Domestic Violence and Abuse: The cross-government definition of domestic violence

and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

7.7 Child Sexual Exploitation (CSE): Sexual exploitation is a form of sexual abuse in which a young person is manipulated, or forced, into taking part in a sexual act. This could be part of a seemingly consensual relationship or in return for attention, affection, money, drugs, alcohol or somewhere to stay.

7.8 Female Genital Mutilation (FGM) 'includes all procedures which involve partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons whether for cultural or other non-therapeutic reasons' (WHO, UNICEF, UNFPA, 1997). FGM constitutes child abuse and causes physical, psychological and sexual harm which can be severely disabling. For further definitions of abuse and neglect please refer to local authority guidelines or the NSPCC.

8. Things to Look for and Think About – Signs of Abuse

8.1 Physical: Most children acquire cuts and bruises during their normal daily life, but the location of bruises can be indicators of abuse – for example, a bruise on a part of the body where accidental injuries are unlikely can be a worrying sign. Bruises which reflect hand marks, cigarette burns, multiple bruises in clusters or injuries where the explanation does not make sense, are other causes for concern, as are unexplained changes in behaviour, such as fear of parents being approached, aggressive behaviour, temper outbursts, flinching when approached, depression, reluctance to get changed (e.g. in hot weather), withdrawal behaviour.

8.2 Emotional Abuse can be difficult to measure, but signs can include neurotic behaviour, developmental delay, fear of making mistakes, self-harm, or a fear of their parents being approached regarding their behaviour.

8.3 In cases of Sexual Abuse it is usually the child's behaviour which causes people to become concerned. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that any child who talks to you about this is taken seriously. Behavioural changes which can indicate sexual abuse include fear of being left alone with a specific person/group, saying they have secrets they can't tell anyone about, acting in a sexually explicit way towards adults, not allowed friends, unexplained sources of money, sexual drawing or language, nightmares, sexual knowledge which is beyond a child's age or development, eating problems, self-harm, drugs misuse.

8.4 Neglect can be difficult to recognise, but physical signs can include constant hunger, loss of weight or constantly underweight, inappropriate dress for the conditions, poor hygiene, constantly dirty or smelly, stealing food from others. Children may also complain of being tired all the time, and talk about being left alone or unsupervised and of having few friends.

8.5 Bullying is not easy to recognise as it takes a number of forms. A child may encounter bullying attacks that are physical (pushing, kicking, hitting, pinching etc.), verbal (name calling, sarcasm, spreading rumours, persistent teasing), emotional (excluding, tormenting, ridiculing, humiliation) which can result in depression, low self-esteem, shyness, isolation, threatened or attempted suicide). Signs to be aware of are unexplained cuts and bruises, torn clothes, losing money, being moody and bad tempered, anxiety, being quiet and withdrawn.

8.6 Domestic Violence and Abuse can encompass, but is not limited to: psychological, physical, sexual, financial, or emotional. Signs that may suggest children are exposed to domestic abuse:

- aggressive behaviour;
- displaying anti-social behaviour;
- acting out their experiences;
- suffering from depression or anxiety;
- not achieving potential due to difficulties at home or disruption of moving to and from refuges.

8.7 Child Sexual Exploitation (CSE):

Signs that may suggest sexual abuse:

- vaginal discharge or infection;
- stomach pains;
- changes in behaviour;
- fear of being left with a specific person or group of people;
- sexual knowledge beyond their developmental level;
- sexual drawings or language;
- eating problems;
- self-harm;
- acting in a sexually explicit way towards adults.

8.8 Female Genital Mutilation (FGM):

In the case of suspected FGM providers must not contact parents before seeking advice from SPA or mediate between the children and their parents. Signs that may suggest FGM:

- a child may talk about a special procedure or ceremony that is going to take place;
- prolonged absence from the setting;
- change in behaviour on return;
- damage to the genital area and/or adjacent tissues;
- pain or difficulty in sitting;
- bleeding or infection;
- urine retention;
- fracture or dislocation as a result of restraint;
- psychological damage (including depression, anxiety, and sexual dysfunction). There is a mandatory duty requiring regulated health and social care professionals and teachers to report known cases of FGM in under-18s. More information on regarding FGM can be found on the London Safeguarding Children Board website.

REMOTE WORKING WITH CHILDREN AND YOUNG PEOPLE

During this period of social distancing staff will be working from home and with young people digitally. This document provides the guidelines for all workers to keep themselves and the young people they work with safe.

This should be read in partnership with Pathways Saturday School main safeguarding policy.

1. WORKING FROM HOME

When working from home project staff will use their own accounts to access emails and will be sent relevant files. Artists who need access to creative content including videos are given links which enable them to watch videos online but not download. If young people's images need to be downloaded for photo or video editing then they will be deleted once the edit has taken place and the edited film is uploaded to Pathways Saturday School's server

Core Pathways Saturday School staff will have secure access to participants' contact information and details for project monitoring.

Staff will always lock computers or close documents with sensitive information when they are away from their laptops /computers.

Freelance project Moderators/teachers/workshop leaders will be provided with participants' parents' contact information which can be used if necessary. This information should not be shared. Ideally all necessary contact with parents and participants should be done through the project producer.

2. COMMUNICATION VIA EMAIL

Core Pathways Saturday School Staff might be required to email young peoples' personal email addresses. In such cases staff should use clear language to avoid any misunderstanding on the part of the recipient. It may be appropriate to copy in another staff member for transparency. Staff members who have concerns regarding the content of an email that they send or receive from a young person should consult the DSL for guidance.

Freelance project staff should not give out their email addresses to participants.

3. COMMUNICATION VIA SOCIAL MEDIA

Core Pathways Saturday School staff will use social media during this time to publicise projects to young people including Twitter, Facebook and Instagram. Contact with young people through such forums should only take place through organisational accounts. Pathways Saturday School will not follow young people's accounts and only invite participants to follow Pathways Saturday School accounts.

Freelance project staff should not follow participants' accounts or accept requests to connect on social media from participants.

If a Pathways Saturday School staff member receives content from a young person which they believe is inappropriate they will not forward the content or delete it but immediately contact the DSL to report the content and the DSL will follow the safeguarding incident procedure of the company (see main safeguarding policy).

4. COMMUNICATION VIA DIGITAL PLATFORMS

- When communicating with young people via digital platforms staff will use official accounts and ensure that the personal information of young people and freelancers is not shared.
- Staff and freelancers will be the only adults present in digital platform sessions.
- All parents will be informed of the platforms to be used and the dates and times of sessions and the adults who will be in these platforms.
- Staff will set clear rules of engagement for working on digital platforms. These rules will be in line with the rules of the company when working in person.
- Staff will also remind young people that this is not a private space and whatever they share online will be seen by the group. Any young person who breaks the above rules will be removed from the platform by staff and parents/carers will be informed.
- Artists can mute or turn off participants' sound or video if there is inappropriate language or action.
- Share screen will be turned off.
- Screen names will be first name only for both young people and staff.
- Breakout rooms should be supervised by Moderators and Teachers when young people are working in smaller groups.

5. ENSURING A SAFE REMOTE SPACE FOR MOVEMENT

Parents and young people will be asked to ensure that their home space is clear and safe for participating in dance and movement workshops. Likewise, they will be asked to wear appropriate clothing that is easy to move around in.

Teachers and Moderators will ask participants to check their space at the beginning of each session to ensure it is safe and appropriate.

6. RECEIVING A DISCLOSURE ONLINE OR VIA MOBILE PHONE

We recognise that at times, young people might disclose information to staff members digitally. If a staff member receives a worrying message that they think may indicate that the young person communicating with them is at immediate risk during or outside of work hours, they should immediately refer it for action to DSL.

The DSL will follow the procedure as outlined in the Safeguarding Policy.

7. SHARING WORK CREATED ONLINE

If sharing work created online Pathways Saturday School will take the following steps:

- Share the final edits with the young people and their parents/carers before sharing.
- No use of a child's surname in photography or video content.
- Gain parental/guardian consent for their child to be photographed and videoed.
- Only use images of children in suitable clothing to reduce the risk of inappropriate use.
- Only share content through official accounts. If, for whatever reason, a parent/carer or young person is not happy with the use of content, then Pathways Saturday School will not share the content.

8. Devices used for photography/ videography

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- Company devices such as ipads/ cameras may be used for collecting photos and videos.
- Where necessary, personal devices may be used to document sessions (photos and videos).

- In the case of using personal devices, the media collected will be immediately transferred to a secure folder on a company hard drive/ computer and deleted from the personal device.
- Once transferred to a secure company hard drive/ computer, the media will be deleted after two years.