

The Guild Experience - Safeguarding and Child Protection Protocols

The Guild Experience Safeguarding Policy Statement Overview:

In every activity or project we undertake as The Guild Experience, we are committed to ensuring that every person we work with can participate in a safe environment and with their human rights fully respected. Our Safeguarding Policy is based upon the principles within the United Nations Convention on the Rights of the Child. And in practice we make a commitment to ensure effective safeguarding procedures meeting the government guidance Keeping Children Safe In Education, (KCSIE) September 2023 and Working Together to Safeguard Children, December 2023. The Guild Experience seeks to create, build and promote a positive culture and ethos of collaborative work between the organisations and other professionals within the arts sector and young people participating in this project. We will take every reasonable step to ensure that young people at risk of abuse are protected wherever:

- our own staff are directly involved in the delivery of our arts project and/or
- our staff recruit or broker relationships between an artist or arts facilitator and others

The purpose of this policy statement is:

- to protect young people (defined as aged 0-25) who take part in The Guild Experience from harm
- to provide staff and volunteers, young people and their families with the overarching principles that guide our approach to child protection and the safeguarding of all young people

This policy statement relates to Safeguarding and applies to anyone working on behalf of the project The Guild Experience including staff, senior managers and trustees, paid staff, volunteers, sessional workers, agency staff and young people participating in our Project.

The Guild Experience:

We are committed to making sure that every person we work with can participate in a safe environment and with their human rights fully respected. We recognise that our work will engage directly with young people who may be at risk. As such, we are in a position of trust and our responsibilities to them must be taken seriously. It is important to recognise how our own attitudes and behaviour can impact those we work with and that we ourselves can also be adults at risk.

Safeguarding is **everyone's responsibility**. We expect anyone engaging with The Guild Experience - whether staff, volunteer, partner or participant - to actively prevent harm and abuse where possible. Should you have any concerns about yourself, members of the team or any of the people you connect with through Guild Experience projects, we actively encourage you to discuss these with the Designated Safeguarding Lead for the project. A safeguarding concern can be any concern of harm, exploitation or abuse that has occurred or may occur if no action is taken.

This statement and Code of Conduct must be read thoroughly. It is important for everyone who is involved in any way in The Guild Experience to safeguard and support each other, both during and outside of working hours. To do this, we ask staff, volunteers, partners and participants to:

Be part of our culture of openness, honesty and safety:

- Respect each person's boundaries and support them to develop their own understanding and sense of their rights.
- Challenge and report abusive or potentially abusive behaviour.

- Be aware of and adhere to the Project's Safeguarding Policy and undertake any training requested.
- Be aware of relevant and current health and safety rules – including public health rules and guidelines - and take appropriate steps to ensure you abide by them.

Actively behave in a safeguarding positive way: Approaches and practical steps:

- Always behave in ways that are positive and appropriate to the situation.
- Treat every person you engage with as part of the project with respect, equality, dignity and courtesy.
- Do not discriminate or show prejudice, including prejudicial signs of approval or disapproval.
- Build relationships based on the work you're undertaking together, rather than building any expectations of friendship.
- Use appropriate language and body language and follow the safe touch procedure outlined in the Safeguarding Policy at all times.
- This includes asking permission for initiating touch, ensuring intention is clear and touch is appropriate, firm, necessary, direct, precise and functional, and offering an option that does not involve touch, in case a participant wishes to avoid contact.
- Work in open environments, visible to others: avoid staying in the same room or being alone with children, young people or an adult at risk.

Safeguarding procedures: Help children or adults at risk to know what they can do if they have a problem.

- Report any incidents, disclosures and concerns to the Safeguarding Officer as soon as possible.
- Proactively seek help if you would like additional support or guidance. Contact the Designated Safeguarding Lead if needed.

Online/media:

- Staff and freelancers must not take photos of any young people under any circumstances (official project photos of participants will be taken only after consent is obtained and usage has been explained).
- Always get permission from adults if you wish to photograph them and explain the way in which the photograph will be used.
- Never give out your personal contacts and social networking sites to children or young people or directly message them. If they contact you and want to stay in touch, suggest a group chat with the young person's parents/carers to ensure everything is visible.
- Support and encourage young people and adults at risk to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.

Safeguarding levels of need example thresholds

The four levels of need are universal services, early help, child in need and child protection. Local threshold documents may use different terminology and systems but all will be based around four levels on a continuum of need. The following table provides an example of thresholds but **it is essential that you are familiar with and understand the local threshold document.**

Universal services

All children need universal services. At the level of universal services, a child's needs are relatively minor. Universal provision (e.g. schools, GP surgeries and health services), without formal interventions, can meet these needs and could prevent any problems from escalating.

Examples may include:

- The child isn't reaching their expected developmental milestones.
- The child is regularly having days off school.
- The child has poor behaviour at school.
- The child's parents need help or support with parenting.
- The child has health problems which can be managed with universal provision.
- The family needs help accessing services.

Early help

Early help (sometimes known as prevention) refers to a child who requires help for a specific need that cannot be met solely through universal provision. The child may be vulnerable or showing early signs of abuse or neglect. The help given at this level could include specialist speech and language services, interventions, specific health provision or support for a temporary response to an event (e.g. support from the child's school or nursery).

Examples may include:

- The child has been recently bereaved.
- The child is cared for by a single parent who is struggling to get them to school on time.
- The child's parents have English as a second language and are not engaging with the setting.
- The child has learning difficulties, including speech and language difficulties.
- There is low-level parental substance misuse or unmet parental mental health needs.
- The child appears to be inadequately clothed or fed. (If the child was seriously under- or overweight and/or the issue was a persistent one, this would meet a higher level of need).
- The child appears to be self-harming, at a relatively low level, with superficial marks.

With what we know at face-value, whilst these circumstances are serious, they are not at a level where professionals would consider the child meets the child in need or child protection thresholds. At this level, an Early Help Assessment and Plan would be advisable in order to coordinate a response for the child and their family.

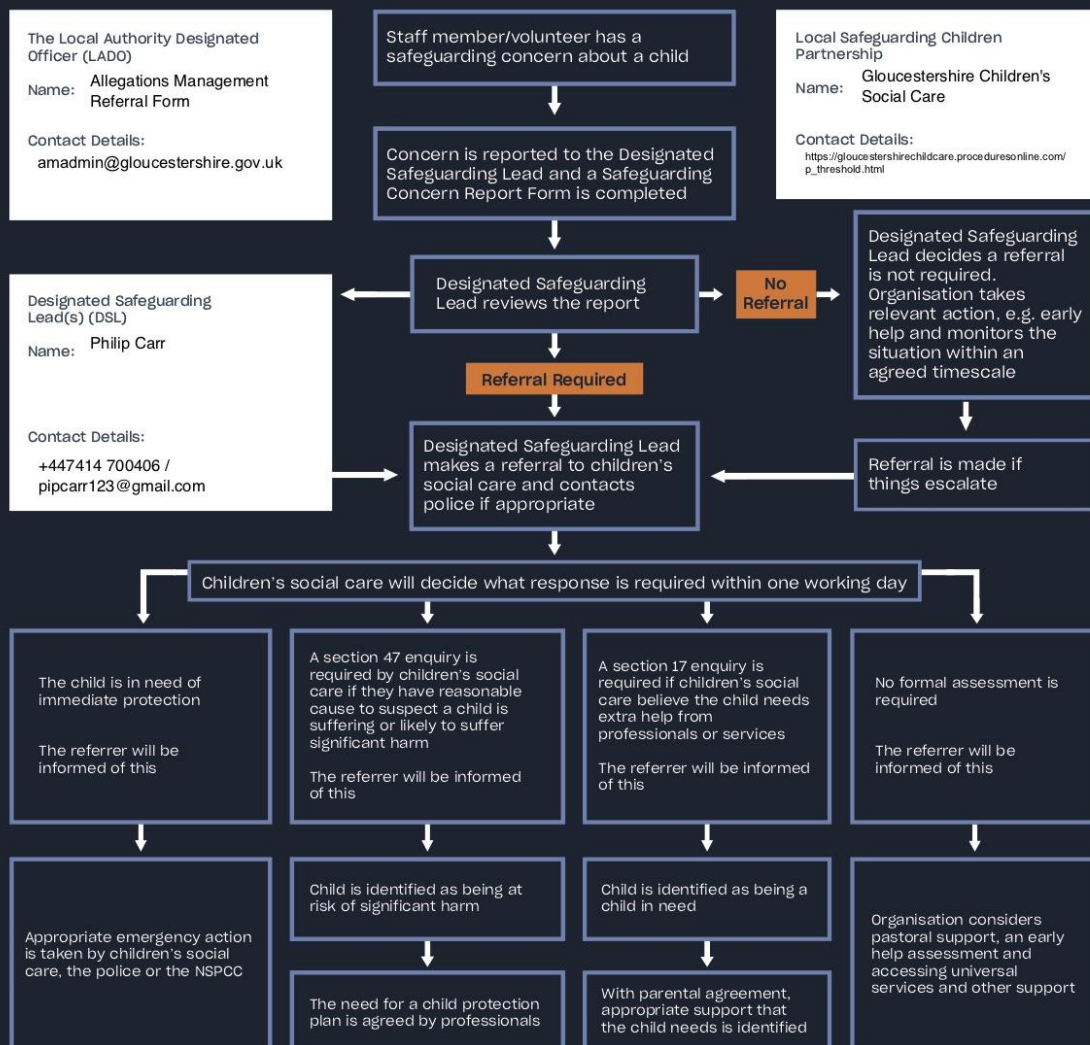
Responding to a Disclosure

If a child makes a disclosure:



Do	Don't
 Remain calm and level-headed	 Promise to keep secrets
 Reassure the child	 Rush the child's account
 Listen carefully and actively	 Ask leading questions or try to interview the child
 Let them know that you are taking what they say seriously	 Make assumptions
 Tell them what will happen next	 Show that you are upset or angry
 Make a note of exactly what they have told you as soon as possible	 Show disbelief or dismiss them
 Share the concern following procedure	 Talk negatively about the potential abuser

Flowchart of procedures for responding to safeguarding concerns



All concerns and correspondence will be kept in a secure, confidential file. The child's circumstances will be kept under review at all stages and a referral will be made again if needs be. The child's best interests must always come first.

If the concern is about a staff member/ volunteer in your organisation, the DSL should refer this to the LADO who will determine the best route of action to be taken.

If your concern would involve a Prevent/Channel referral, contact:
0800 011 3764

If you have a concern that a child has undergone, or is about to undergo, FGM, contact:
101

Quick Reference Guides:

Reporting If the person is in immediate danger, contact the Police on 999 in an emergency. All concerns should be reported as soon as possible to the Designated Safeguarding Lead as soon as possible and never later than within 24 hours.

The Designated Safeguarding Lead is Pip Carr: pipcarr123@gmail.com (phone number to be provided asap by email). If you cannot reach the Designated Safeguarding Lead and need immediate guidance, the NSPCC helpline is 0808 800 5000.

If your concern is about the DSL, you should contact the co-founder James Rogers (rogersjrt@gmail.com)

1. Policy Objectives

1.1. The Guild Experience Team fully recognises our legal responsibilities for safeguarding young people, child protection and safeguarding those at risk, as set out in the policy legal framework. Safeguarding is paramount and we will always act in the best interests of the young people and adults we're working with. We aim to create and maintain a positive culture of vigilance. Please read the Guild Experience Code of Conduct alongside this document.

1.2. We are committed to safeguarding young people and adults at risk and we expect everyone who works with our organisation to share this commitment. Safeguarding and promoting the welfare of children, young people and adults at risk is **everyone's responsibility**. Everyone who comes into contact with young people and their families and with adults at risk has a role to play. All staff, freelancers and volunteers take all welfare concerns seriously and encourage young people to talk to us about anything that worries them.

1.3. This policy applies to anyone working on behalf of The Guild Experience including the central team, paid staff, volunteers, visitors, sessional workers & professionals from external agencies. Everyone who comes into contact with our young people has a role to play in identifying concerns, sharing information and taking prompt appropriate action. For the purposes of this policy, 'The Organization' refers to The Guild Experience.

1.4. Safeguarding and promoting the welfare of young people is defined in 'Keeping Children Safe in Education' (KCSIE) September 2023 as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children to have the best outcomes.

1.5. The objectives of the policy are to:

- Ensure that all people working on behalf of The Project including the central team, paid staff, volunteers, visitors, sessional workers & professionals from external agencies. are fully acquainted with the legal framework for safeguarding and child protection.
- Ensure that there are effective procedures in place to deal with safeguarding and child protection issues which arise.
- Assist staff to work safely and responsibly and to monitor their own standards and practices.
- To set out responsibilities of various stakeholders.
- Ensure, overall, aim to create and maintain a safe learning environment where all young people and adults feel safe and valued, know they will be listened to and taken seriously.

2. Principles

2.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002.

2.2. The DfE has issued safeguarding principles for schools and other organisations who work with young people. Statutory guidance is issued by law.

2.3. Principles underpinning the aims:

- The welfare of the young person is paramount; they must be listened to.
- It is the responsibility of all adults who work with young people to safeguard and promote the welfare of young people and to take prompt action where they are at risk from harm.
- Safeguarding goes beyond implementing basic child protection procedures, it is an integral part of all activities and functions of the Project.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which might lead any reasonable person to question their motivation and intentions.
- The same professional standards should be applied regardless of culture, gender, language, disability, racial origin, religious belief and/or sexual identity.
- Staff should continually monitor and review their practice in the light of this policy, taking particular care to ensure that all areas are addressed

3. Staffing & Strategic Responsibilities

3.1 The day to day operational management and implementation of the policy and safeguarding arrangements are the responsibility of the Project Leaders, DSL and other named people.

3.2 Safeguarding vigilance and promoting the welfare of young people is **everyone's responsibility**. Everyone who works with young people and their families must ensure their approach is 'child'-centred and they should consider, at all times, what is in the best interests of the young person.

3.3 It is expected that The Guild Experience will add their own locally owned safeguarding and child protection arrangements to reflect local procedures and protocols (if appropriate).

3.4 The 2023 Keeping Children Safe in Education guidance refers to the 'Designated Safeguarding Lead'. The guidance sets out the expectations and scope of the role. Within the Project we have a DSL and a Team to support. The Project Leaders & other named people must ensure that:

- There are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE (this is guidance and not statutory for this Project).
- There is a record of assurance that all staff have understood their role and responsibilities relating to statutory obligations in respect of safeguarding.
- Ensure there is a safe, physical environment for adults and young people.
- Adhere to Human Rights legislation, recognising that being subjected to harassment, violence and or abuse, may breach children and young people's rights.
- Adhere to Equality legislation including:
 - Not unlawfully discriminate against young people because of their protected characteristics.
 - Consider how they are supporting young people with protected characteristics.
 - Take positive action, where proportionate, to deal with the disadvantages these young people face.
 - Consider the Public Sector Equality Duty (PSED) and be conscious that young people with protected characteristics may be at more risk of harm.

- They maintain Designated Safeguard Lead (DSL) training her/himself; the DSLs must have appropriate DSL training at least every 2 years by a recognised provider including: safer recruitment, preventing terrorism, specific issues such as FGM and CSE, child on child abuse, domestic abuse, online safety and SEND training
- All young people will have an appropriate adult present to safeguard, support, advise and assist them whilst being detained or questioned by the police. This may be the Lead DSL and a Project Leader in the first instance, or the most senior member of staff on site.
- All adults working with/ within the Project have an understanding of the policies and procedures relating to the safety and wellbeing of young people including guidance listed in 'Related documents and policies' above.
- All staff and volunteers are aware of guidance relating to raising concerns and are aware of how to raise concerns within the Organizations and externally.
- There is appropriate induction and training for all staff for safeguarding to ensure all staff have the knowledge, skills and understanding to keep young people safe including vulnerable young people such as those looked after, previously looked after and SEND.
- Maintain accredited Safer Recruitment training and have a valid certificate to confirm this.
- Safer Recruitment training is available to all relevant adults who are involved in the recruitment process.
- Safer recruitment practices are adhered to and monitored regularly when appointing new staff, volunteers and authorising visitors to the Project.
- All staff including volunteers, visitors, professionals from external agencies and parents/carers should know who the DSLs in the Organization are or how to find out.
- Ensure appropriate risk assessments are in place for any before, during or after workshop days or activities when internally or externally led.
- Parents/Carers should know that the DSL/s are the referral route for any concerns outside the Workshop Days this information should be shared on the Organization website.
- They and the DSLs are all familiar with the local procedures and referral routes governed by the Local Safeguarding Board (as appropriate).
- They and the DSLs ensure all adults know how to identify concerns and are aware of referral procedures for reporting and dealing with safeguarding issues in line with this policy.
- All adults promote and support positive health, wellbeing, positive relationships, emotional and mental health among young people.
- They hold at least two, ideally three, up to date emergency contact numbers for each young person.
- Young people are taught about safeguarding, including online, through various learning opportunities, as appropriate.
- Young people are taught to recognise when they are at risk and how to get help when they need it.
- Processes are in place to identify young people who may benefit from early help and ensure effective information sharing with external agencies.
- The risks and issues in the wider community are considered with regards to the the well-being and safety of its young people.
- They promptly deal with allegations of abuse in accordance with procedures agreed by the policy.
- They promptly deal with allegations against adults in line with the Organization's Statement for Dealing with Allegations Against a Member of Staff and Safeguarding Partnerships guidance, including a referral to the LADO. A referral to the LADO will include any allegations received relating to an incident where an individual or organisation was running an activity for young people.

Role of DSL The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring their DSL statutory training is up to date every two years by a recognised provider and their knowledge and skills are refreshed at regular intervals relating to safeguarding issues such as: county lines, CSE, FGM, child-on-child, cyber security training, online safety etc.
- Ensuring staff receive regular safeguarding and child protection updates as required, to provide them with relevant skills and knowledge to safeguard young people effectively.
- Understanding the monitoring systems and processes in the Organization and ensuring staff understand their roles and responsibilities.
- Acting as the first point of contact for concerns and advice relating to keeping young people safe.
- Ensuring that all cases of suspected child abuse or safeguarding issues are investigated and dealt with in line with policy.
- Ensure all concerns are referred to local multi agency safeguarding contacts and these are recorded appropriately including response and potential challenge of decisions made.
- Ensuring that all staff have read and are familiar with statutory guidance, particularly Keeping Children Safe in Education, 2023 part one.
- Maintain a list of staff who have signed to confirm they have read it and understand their role and responsibilities as set out in part one.
- Ensuring that staff have an understanding of child abuse and its main indicators, as well as broader safeguarding issues and what action to take to safeguard young people in a timely manner.
- Ensuring that all staff dealing with child protection and safeguarding incidents have suitable support to maintain their own wellbeing.
- Ensuring all new staff have a full safeguarding induction prior to the commencement of their role.
- Ensuring that effective communication and liaison takes place between the Organizations and external agencies as required.
- Ensuring that correct and confidential reporting and recording systems are in place and child protection records are transferred appropriately to new establishments in line with guidance.
- Being aware of young people who have additional vulnerabilities such as: those who have a social worker, are looked after or previously looked after or have SEND.
- Monitor and address absence, identifying any abuse and in the case of absent young people.
- Helping promote learning outcomes by sharing the information about the welfare, safeguarding and child protection issues with Workshop Leaders.
- Being aware of the latest national, Trust and local guidance and requirements and keeping the staff informed as appropriate.
- Ensuring all staff record appropriately and information is regularly monitored for alerts, patterns and timely intervention.
- Ensuring responses to concerns raised by online monitoring are addressed.

Role of All Staff: Through their day-to-day contact with young people and direct work with families all staff have a responsibility to:

- Provide a safe environment in which young people can learn, rehearse, perform and flourish.
- Recruit the right people to work and volunteer with young people.
- Prevent and respond to bullying.
- Respond to concerns about online abuse.
- Contact Police directly if they have concerns about FGM.
- Ensure photographs and images of young people partaking in Project activities are taken, stored and shared appropriately in line with permissions.

- Identify abuse and respond early to prevent this from escalating.
- Identify young people who may benefit from early help.
- Recognise and monitor young people with additional vulnerabilities such as SEND, Looked After and post LA young people, young people who may be susceptible to extremist ideology and radicalisation.
- Know young people can abuse other young people in person and online, staff must be clear on how to prevent and respond from this.
- Know what to do if a young person tells them that they are being abused or neglected.
- Read, understand and discharge their role and responsibilities as set out in Keeping Children Safe, September 2023 part one and should sign a declaration to confirm this.
- Be alert to the signs of harm and abuse.
- Understand their role and responsibilities around monitoring as part of online safety.
- Report any concerns regarding young people as soon as possible to the DSL.
- Report any concerns regarding FGM directly to the Police.
- Have regard to their personal conduct and conform to the standards expected by the Organisation.
- Self-declare that they are not Disqualified under the Childcare Act 2006.
- Self-declare if they are aware of any incidents that may impact on their suitability for their role such as criminal activity.
- Inform the Organization/ DSL where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of young people in the Project.
- Inform the Organization/ DSL immediately if their circumstances change in relation to the above.
- Report concerns/allegations against staff to Project Leaders/ DSL.
- Report concerns/ allegations against Project Leaders/ DSL to LADO.
- Read all relevant national guidance available through this policy and externally and ensure roles and responsibilities with regards to safeguarding are understood and adhered to.

Types of maltreatment

What is child maltreatment?

Child maltreatment is the abuse and neglect of children. It encompasses all forms of ill-treatment, abuse, neglect and exploitation. Child maltreatment can seriously impair a child's health, dignity and development.

What is abuse?

Abuse is where a child is treated cruelly, violently or forcefully by an adult or another child, causing harm or distress. Abuse is a form of maltreatment. Children can be at risk of abuse in the home, in social situations and online.

Physical abuse

Physical abuse is intentionally causing bodily injury. Examples include hitting, shaking, poisoning and burning. It can also involve the fabrication of a child's illness by their parents or carers.

Sexual abuse

Sexual abuse is forcing or enticing a child to engage in sexual activities. The abuse may not involve violence and the child might not be aware of what is happening. Sexual abuse includes physical contact and/or non-contact acts – such as involving children in the production of sexual images.

Emotional abuse

Emotional abuse is the ongoing emotional maltreatment of a child. Examples include being unable to express opinions, overprotection and serious bullying. Emotional abuse can have a hugely adverse impact on a child's emotional and social development.

Neglect

Neglect is where someone fails to prevent harm from happening to a child. Examples of neglect include failing to provide adequate supervision for a child or being unresponsive to a child's basic needs.

You can find the full definitions of the main categories of abuse, as stated in *Working Together to Safeguard Children*, at the end of this document.

Below are some other specific types of safeguarding/child protection issues that all staff should be aware of:

Child on child abuse

Child on child abuse is when children abuse other children. It can involve bullying, physical abuse, sexual violence or harassment, the consensual and non-consensual sharing of images and videos and causing someone to engage in sexual activity without consent. Child on child abuse can happen online and in person. A further example of child on child abuse includes initiation or hazing. These are activities involving abuse, harassment and/or humiliation as a way of initiating a child into a group.

The Department of Health defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Domestic abuse

Domestic abuse is when a child sees, hears or experiences the impact of abuse in their own home. It can be an isolated event or a pattern of incidents. A child might also experience domestic abuse in their own relationship. (This is sometimes referred to as teenage relationship abuse.)

Types of Maltreatment:

The DfE and national organisations e.g. The NSPCC provide comprehensive, up to date guidance and practical support on specific safeguarding issues. Staff should be aware of specific forms of abuse and safeguarding issues that can put children & young people at risk of harm and/or increase their vulnerability to abuse. These include:

- Bullying and cyberbullying
- Channel
- Child abduction and community safety incidents
- Children and the court system
- Children Missing from Education (CME)
- Child-on-Child Abuse including intra-familial harms
- Child Trafficking
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Children staying with host families
- Children who attend alternative provision
- Children who have a social worker
- Children with special educational needs and disabilities (SEND)
- County Lines
- Criminal Exploitation
- Cybercrime Domestic Abuse - psychological, physical, sexual, financial or emotional
- Elective Home Education (EHE)
- Emotional Abuse
- Female genital mutilation (FGM)
- Forced Marriage
- Gangs
- Grooming
- Homelessness
- 'Honour-based' abuse (HBA) including FGM, forced marriage and breast ironing
- Host families/guests (whilst children are on exchange visits)
- LGBTQ+
- Looked After Children and Post Looked After Children
- Mental Health
- Modern Slavery
- Neglect
- Non-recent Abuse
- Online Abuse
- Persistent Absence
- Physical Abuse
- Preventing radicalisation
- Private Fostering
- Severe Attendance
- Sexual Abuse
- Serious Violence
- Sexual violence and sexual harassment between children
- Sexting
- Upskirting
- Young Carers Child-on-Child Sexual Violence and Sexual Harassment

1. We recognise that peer on peer abuse can manifest itself in many ways as outlined further in KCSIE 2023 paragraph 32 to 35. All forms of child-on-child abuse are unacceptable and will be taken seriously. All staff are advised to maintain an attitude of 'it could happen here' and remain vigilant.
2. We recognise sexual violence and sexual harassment can occur between two children/ young people of any age and sex including those of primary school age in person and/or online. They can occur online and face to face (physically and verbally) and are never acceptable.
3. The Project will create a protective ethos in which child-on-child abuse, peer-on-peer abuse, including sexual violence and sexual harassment will not be tolerated.
4. The DSL will support staff on how to manage a report of sexual violence or sexual harassment, including measures to keep the victim, alleged perpetrator and if necessary other young people and staff members, safe.

British Values, Radicalisation and Extremism:

1. As part of the Counter Terrorism and Security Act 2015, schools/ organizations working with young people have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.
2. The Project will have identified a member of staff as Prevent lead. The Designated Safeguarding Lead will have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
3. The DfE believes that an education that promotes fundamental British values will give young people the ability to challenge and resist the influence of extremist views. It provided guidance on how those educating young people should support the development of their spiritual, moral, social and cultural (SMSC) understanding. Promoting Fundamental British Values as part of SMSC in schools, Nov 2014. This has some relevance to our Project.
4. The DfE has published a guide to help schools understand the techniques terrorist groups use on social media..
5. The Project has a statutory duty to safeguard young people from radicalisation, extremism and terrorism by:
 - Demonstrating that robust safeguarding policies are in place to identify young people at risk, and intervening when appropriate.
 - Ensuring clear protocol & checks are in place to ensure any visiting speakers are suitable & supervised in Workshops etc.
 - Ensuring that fundamental British Values are promoted within the Project as appropriate.
 - Ensuring that staff have the knowledge and confidence to identify and monitor young people susceptible to extremist ideology and radicalisation.
 - Ensuring that staff have the knowledge and confidence to identify and intervene when they deem young people to be at risk from radicalisation and/or extremism and/or terrorism.

Allegations of Abuse:

1. When a member of staff suspects that any young person may have been subject to abuse, or a young person has suggested that abuse has taken place either to themselves or another young person, the allegation must be reported immediately to the DSL. Written notes must be taken of any disclosure or suspicion of abuse and this must be recorded onto the Organization's system with clear details of action taken and outcomes.
2. We recognise the importance of listening to young people at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times young people may feel stressed and confused. The Project will identify quiet areas and provide the opportunity to young people to take respite from the normal day when necessary.

3. All staff should be aware that young people who are not yet known to be at risk may in fact be experiencing ill treatment, neglect or abuse. This means that staff should be alert to indicators of abuse and be aware of the need for sensitivity when dealing with young people at all times.
4. If a young person or adult confides in a member of staff and requests that the information is kept secret/ confidential it is essential that the member of staff tells the young person or adult sensitively that she/he has a responsibility to refer the matter to the DSL or other authorities for the young person's or adult's own sake. At the same time, they should be reassured that the matter will only be disclosed to the DSL who will then decide on appropriate action.

Allegations Against Staff:

1. The Project is guided by safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2023 p51.
2. All staff must always respond to allegations of abuse of a young person made against members of the staff (including volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2023, Part Four, Section One. All staff must immediately and confidentially report concerns/allegations against staff to the Project Leaders & DSL. Local guidelines will then be followed regarding reporting to the appropriate external bodies.
3. All staff must report concerns/allegations against the DSL or Project Leaders to the LADO. Local guidelines will then be followed regarding reporting to the appropriate external bodies.
4. Allegations made against staff include where a member of staff or adult has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children/ young people'. This is to take account of situations where a person's behaviour outside work may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of work which did not involve young people but could have an impact on their suitability to work with them.

Dealing with concerns:

1. Where staff identify a young person has been harmed, the Leaders should contact the police immediately.
2. If the reporting staff member does not feel the allegation has been appropriately acted upon, this must be challenged and concerns must be reported directly to the Director directly in confidence. Where staff feel unable to raise an issue with the Director or feel their genuine safeguarding concerns are not being addressed, the NSPCC Whistleblowing Advice line is available.
3. Low level concerns (Part Four, Section Two) that do not seem to meet the harms threshold should be reported to the DSL who should seek advice from the appropriate authority NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a young person does not meet the harms test.
4. The Project Leaders will deal with any such concern, no matter how small, where an adult working in or on behalf of the Project may have acted in a way that:
 - is inconsistent with the Project Values and staff conduct expectations, including inappropriate conduct outside of work; and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
5. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
6. The Organization will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Project (including volunteers and contractors) are dealt with promptly and appropriately. This will enable early identification concerning, problematic or

inappropriate behaviour; minimise the risk of abuse; and ensure that adults working in or on behalf of the Project are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Project.

7. The Organization should ensure that all workers, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and parents/carers. As part of the Induction process, all workers, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all young people, especially those with a disability or who are vulnerable.

8. The Organization will ensure that staff and volunteers are aware that sexual relationships with young people aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust). Support for Staff It can be distressing for staff receiving a disclosure or observing signs of abuse. The Project Leaders will determine arrangements to enable staff to discuss their feelings with the DSL if they wish to do so. During the delivery phases of the Project the DSL will make a weekly check-in meeting with Facilitators and 1-2-1 and/ or group supervision will be offered. During the delivery phases of the DSL will make a weekly check in with Project Leaders to discuss and review any Safeguarding concerns.

Staff Conduct:

1. Staff are expected to adopt a high standard of personal conduct in order to maintain the confidence and respect of colleagues, young people and parents/ carers.
2. Staff should be aware that safe practice also involves using judgement and integrity about behaviour in places other than work, including online.
3. Young people face safeguarding risks in exploring the digital world. Staff should adopt responsible online behaviour and must not initiate contact with young people or their families through anything other than official Organization accounts.
4. No young person should be in or invited into the home of a member of staff.
5. There are circumstances where staff working with young people displaying extreme behaviour can legitimately intervene by using restrictive and nonrestrictive physical interventions. In such circumstances any staff may do so and as a guide should follow the statutory guidance Use of Reasonable Force in schools. This should always depend on the individual circumstances and be informed by the professional judgement of the staff concerned. All incidents of restraint must be recorded and monitored appropriately.
6. Where young people are in some distress and need reassurance, some physical contact may be helpful. For some young people any physical contact may be construed as a threat, no matter how well intended. Staff must use careful professional judgement in comforting young people in an age appropriate way while maintaining clear professional boundaries.
7. At all times staff must adhere to the Organization's policies and to seek guidance if in doubt. Staff must never touch a young person in a way which might be considered indecent or inappropriate and must not assume that all young people seek physical comfort if distressed.

Record Keeping, Confidentiality and Information Sharing:

1. The Organization will keep clear, detailed, accurate, written records of concerns about young people (noting the date, event and action taken with outcomes), even where there is no need to refer the matter to Social Care immediately. Language used should be professional, factual and non-inflammatory. The DSL and Project Leaders must regularly quality assure the internal record keeping effectiveness.
2. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Concerns and referrals will be stored in a separate safeguarding file for each young person.
3. Records will include:

- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a detailed body map, where appropriate;
 - a note of any action taken, decisions reached and the outcome.
4. A historic hard copy of previous safeguarding files should be kept confidential and stored securely, away from any other files. Electronic records are stored on an identified, purpose-built, secure platform
5. The DSL will share records appropriately with other agencies. All actions, decisions and information shared will always be in the best interests of the young person. In Serious Case Reviews, a lack of effective information sharing within & between services is a common factor. KCSIE states: 'The Data Protection Act 2018 & GDPR do not prevent the sharing of information for the purposes of keeping children safe' which includes allowing practitioners to share information without consent...'
6. Personal information about all young people and their families is confidential and is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. All staff must maintain this confidentiality. All records relating to child protection/safeguarding incidents will be maintained by the DSL/s and only shared as is consistent with the law relating to the protection of children
7. If a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a young person or parent/ carer they will refer the request to the DSL or Project Leader. Staff bear the professional responsibility to share relevant information about the protection of children/ young people with other professionals, particularly investigating agencies, under the guidance of the DSL and as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2023.
8. The DSL will ensure that staff are clear with young people that they cannot promise to keep secrets.

Working with Families

1. Parents/carers play a crucial role in protecting their children/ young people from abuse. The Project is required to consider the safety of the young person and should a concern arise the Designated Senior Lead has the responsibility to seek advice prior to contacting parents/carers.
2. The Project will work with parents/carers to support the needs of their child/ young person and aims to help parents/ carers understand that it has a responsibility for the welfare of all young people and has a duty to refer cases to the appropriate Local Authority department in the interests of the young person.
3. The DSL will undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
4. The DSL will discuss with the appropriate authorities if the Organization believes that notifying parents/carers could place the young person or another person at immediate risk of harm or prejudice the prevention or detection of crime.
5. The Organization will record what discussions have taken place with parents/carers or if a decision has been made not to discuss it with them, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Equal Opportunities:

1. The Organization is totally committed to all strands of Equality and Diversity, along with a commitment to tackling disadvantage and discrimination. Leaders must guard against any assumptions about cultural variation where this may be in conflict with safeguarding young people e.g. FGM and ensure that practices reflect this commitment.
2. The Project will promote equality of opportunity and diversity, ensuring young people are supported to understand, appreciate and respect differences in the world. All staff are responsible for ensuring

respect for the different legally defined protected characteristics and taking action where necessary to ensure that no forms of discrimination will be tolerated.

Online & Digital Safety:

1. The risks posed by online activity are a major safeguarding risk to young people and must be taken seriously.

2. If any work is done online during the Project the Leaders will explain the expectations clearly and talk with the young people about keeping safe online.

3. The Online Safety Leader must take responsibility for promoting online safety inside and outside the Project. Parents/carers should be supported with information on how to keep their child/ young person safe online. This may be via DSL or an additional member of staff.

- Staff are not permitted to take part in private messaging.
- Staff are not permitted to do one to one live classes/sessions with those under 18.
- All staff members have a duty of care to safeguard all young people and participants through online platforms. If any concerns are raised, normal safeguarding procedures must be followed.
- Interaction with all participants during live online platforms must, at all times, be kind and considerate, and bullying behaviour will not be condoned. If behaviour and actions by a user is deemed inappropriate, their involvement will be terminated immediately.
- The Organization will review and update the security of our information systems regularly, ensuring that usernames, logins, email accounts and passwords are used effectively.
- The Organization will ensure personal information about the adults and children who are involved in the Project is held securely and shared only as appropriate.
- The Organization and Staff will ensure that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Mobile phones must be handed in to the Director at the start of the retreat. Mobile phones may not be used whilst at The Guild Experience • Young cast have permission to repost any images/stories that The Guild Experience posts during the project/performance period.

Safe Touch & Physical Contact:

The Organization recognises that it is advisable to avoid direct physical contact with young or vulnerable people to safeguard that person from possible abuse, and to protect staff from false allegations of abuse. However, the teaching and learning of much of what we do may on some occasions necessitate the 'touching' of students or participants. This should always be made clear to participants before they consent to being part of the Project. Practitioners should:

- Ask permission for initiating touch
- Ensure that the intention is clear
- Ensure that touch is appropriate
- Check that learning has occurred]
- Ensure touch is firm, necessary, direct, precise and functional
- Offer an option that does not involve touch, in case a participant wishes to avoid contact

When delivering/describing exercises which involve contact and touch between participants, practitioners should:

- Clearly articulate the objective and intent of the task.
- Clearly describe the steps/layers of the task.
- Remind everyone before beginning to be safe, appropriate and respectful with each other.
- Potentially encourage participants to set up a safe word with their partner which they agree on as an indication to stop.

- Offer an option to opt out, or explore the task in a different way that involves less or no touching Physical Contact.
- Never engage in rough or provocative games.
- Never allow or engage in any form of inappropriate or intimate touching.
- Never do things of a personal nature for children or vulnerable adults that they can do for themselves.
- Physical contact should always be carried out in the presence of other adults, with the participant's permission.

Monitoring & Review:

- All staff are expected to monitor their own conduct and relationships with young people to ensure that the standards expected of them are maintained.