



Gecko

**FROM
HERE ON**



Project Safeguarding Policy

Good Chance and Gecko: *From Here On* Project Safeguarding Policy Statement Overview

From Here On is new, international piece of world-class physical theatre from Good Chance and Gecko in collaboration with young people, creating performances in public spaces across the UK and Europe about displacement, movement and being forced to find a new home.

In every activity or project we undertake at Good Chance and Gecko, 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.

Good Chance and Gecko seek 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/adults participating in this project.

We will take every reasonable step to ensure that young people and adults 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 project *From Here On* 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 *From Here On* including staff, senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and young people participating in our Project.

Good Chance and Gecko: *From Here On* Project Safeguarding Code of Conduct

At Good Chance and Gecko, 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 on *From Here On* will engage directly with young people, children and adults at risk. As such, we are in a position of trust and our responsibilities to them and the organisation 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 *From Here On* - 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 Good Chance & Gecko 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 alongside the Project Safeguarding Policy and accompanying documents.

It is important for everyone who is involved in any way in *From Here On* 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 adults ask for your contacts/social networking sites, it is your decision whether to give these out but we recommend that instead of giving your personal details you should instead direct people to Good Chance's/Gecko's Instagram or Facebook page to stay in touch with the organisation.
- 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. Young people are not permitted to take photos/videos of each other during workshops/rehearsals/performances.



Good Chance and Gecko: *From Here On* Quick Reference Guides - Actions

<p>You are approached by a young or vulnerable person with a disclosure that s/he/they are being harmed or abused.</p>	<p>You have concerns that a child or an adult at risk is or may be subject to abuse or harm.</p>	<p>You have concern about the behaviour of a member of staff or someone working as part of <i>From Here On</i></p>
		
<p>Stay calm and keep an open mind. Don't promise to keep information secret. Make it clear that you have a duty to pass it on.</p> <p>Don't question the individual except to clarify what they are saying</p>	<p>Make a written and dated note of any observations</p>	<p>If the behaviour of a member of staff or other person (including other young and vulnerable people) is potentially threatening the wellbeing of a child or vulnerable adult, you must report your concerns to the Designated Safeguarding Lead, unless the allegation is about this person, in which case inform most senior manager not implicated</p>
		
<p>Record the information you are provided with and pass on to the Designated Safeguarding Lead (within 24 hours) who will decide what further action might be needed.</p> <p>This information is likely to be passed on to an external agency and should include a record of the time, date and persons present.</p>	<p>Inform the Designated Safeguarding Lead as soon as possible and within 24 hours, who will investigate and make any necessary referrals.</p>	<p>The person to whom this information has been given makes contact with the Local Authority Designated Officer (LADO) for advice and guidance (if the concern is in respect of the staff member's behaviour with a child), or seeks advice from the Local Safeguarding Adults Board (if the concern is in respect of the staff member's behaviour with an adult)</p>

Good Chance and Gecko: *From Here On* Quick Reference Guide - 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 our Safeguarding Consultant Karen Bastick-Style: karen@goodchance.org.uk 07591 011505

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 one or both of the Good Chance and Gecko Project Leaders Emily Webb (Good Chance Producer, emily@goodchance.org.uk) or Paul Smethurst (Gecko Creative Engagement Producer, paul@geckotheatre.com)

If your concern is about these Project Leaders you should contact the Good Chance or Gecko trustees with responsibility for safeguarding:
Good Chance: Susan Witherow: susanwitherow@mac.com and Gemma White: gemmawhite@blackstonechambers.com
Gecko: Sue Smith: sue.smith@falmouth.ac.uk

Good Chance and Gecko: *From Here On* Full Safeguarding Policy

1. Policy Objectives

- 1.1. The Project Team fully recognises our legal responsibilities for safeguarding young people, child protection and safeguarding adults 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 [Good Chance & Gecko organizational Safeguarding Policies and Good Chance's Safeguarding Code](#) 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 Project 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 jointly to Good Chance and Gecko.
- 1.4. This policy should be read alongside:
 - Statutory guidance [Working Together to Safeguard Children; \(used in the Project as guidance - non-statutory\)](#)
 - Departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#)



1. Policy Objectives

- 1.5. 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.
- 1.6. 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 overall responsibility for the approval of this policy sits with the Board of Trustees. However, 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 Good Chance & Gecko 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 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
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- 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 Local Safeguarding Board (as appropriate)
 - They and the DSLs ensures 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
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- 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
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- 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 (summary provided) 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

1. 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 (see summary) 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 CEO
- 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



Forms of Abuse

- 1.1. Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (2023)' (Part 1)
- 1.2. Abuse is a form of maltreatment of a child/ young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. It is essential that all staff and DSLs recognise that all forms of abuse can affect even very young children even though this may not be immediately obvious e.g. children may live in a family which is the product of a forced marriage, girls of all ages may be subjected to Female Genital Mutilation (FGM), radicalisation of parents can affect children, and gangs may exploit young children.
- 1.3. There are four main areas of abuse:
 - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
 - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
 - Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
 - 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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse



1. 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](#) - this has some relevance to *From Here On* too.
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 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 Executive Director of *Good Chance*.
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 CEO directly in confidence. Where staff feel unable to raise an issue with the CEO 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

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 make 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 difference 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
- All staff delivering online projects which involve children will undertake a “keeping children safe online” course
<https://learning.nspcc.org.uk/training/online-safety>
- Staff will support and encourage the young people in the Project to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others. This will be done through our online safety agreement, which forms part of the project participant consent form
- 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
- The Organization will provide supervision, support and training for staff and volunteers about online safety
- The Organization will examine and risk assess any social media platforms and new technologies before they are used for the Project

Young people’s usage during the project:

- Mobile phones must be handed in to the Local Producer or Local Facilitator at the start of each session and after each break to keep safe
- Mobile phones may be used in the break/lunch time
- Young cast are not permitted to take or share any photographs/videos of other participants
- Young cast have permission to repost any images/stories that Good Chance or Gecko post 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 dance and physical theatre 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 during rehearsal or performance should always be carried out in the presence of other adults, with the participant's permission and only used in situations where safety is an issue i.e. if it involves helping someone out of a lift where they could injure themselves without help



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.

The Designated Safeguarding Lead and Project Leaders will monitor the working of the policy and will report as required to the Trustees of both Good Chance and Gecko at Board meetings.

Useful Websites

National Online Safety has resources about **social media** and **internet safety**, including a series of teacher/parent guides to the latest Apps and platforms. <https://nationalonlinesafety.com/resources/wake-up-wednesday/>

For more on **online safety**, see *Education for a Connected World*, the *UK Council for Internet safety (UKCCIS)* framework of digital knowledge and skills: <https://www.gov.uk/government/publications/education-for-a-connected-world>

A superb resource for **online safety** is the *h2bsafer Hub* which you can find at <https://h2bsafetycentre.com/>. A sister site is www.inege.com/#besafe which has information on all the latest Apps that children might use, and videos to help them.

There is also **Thinkuknow**, from the *National Crime Agency (NCA)* and *Child Exploitation Online Programme (CEOP)*. It has materials on areas like digital footprints, recognising fake websites and checking URLs: <https://www.thinkuknow.co.uk>

Sexting advice from *UKCCIS* on preventative education and managing reports: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

For help/advice on **anxiety and mental health**, see <https://youngminds.org.uk/>, <https://www.smilingmind.com.au/>, <https://hubofhope.co.uk/>, and <https://healthyyoungmindspennine.nhs.uk/resource-centre/apps/mindshift/>. There are also lots of great resources at *MindEd*: <https://www.minded.org.uk>.

For **bullying** advice see <https://www.bullying.co.uk/> and <https://www.childline.org.uk/>

For **Relationships Education** at primary you could use the *NSPCC PANTS* film and resources, at <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>. There are also model primary curricula from *Catholic Education* at <http://catholiceducation.org.uk/schools/relationship-sex-education>

For information about **drugs and alcohol**, look at the *Mentor-ADEPIS* research and briefing papers, with ideas for lessons, at <http://mentor-adepis.org/planning-effective-education/>

Educate Against Hate has practical advice and information on **Extremism and radicalisation** at <https://educateagainsthate.com>



Knowing the Law

<https://www.bpas.org/get-involved/campaigns/briefings/abortion-law/> has information about the laws on abortion.

<https://www.fpa.org.uk/factsheets/law-on-sex> includes info on pornography, sexual assault, contraception, age of consent.

<https://www.childnet.com/ufiles/Laws-online1.pdf> has information about online behaviours, as does

<https://www.cps.gov.uk/legal-guidance/extreme-pornography>

You can find out the laws on marriage here:

<https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/overview/lawofmarriage-/>

Protections for women and girls can be found at <https://rightsofwomen.org.uk/get-information/violence-against-women-and-international-law/> and

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/legal-definitions/>.

There is a good summary of LGBTQ+ rights in law at https://en.wikipedia.org/wiki/LGBT_rights_in_the_United_Kingdom

For information about gangs, see these four websites: <https://www.gov.uk/government/news/changes-in-legislation-reflected-in-new-gang-definition> and

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345337/AdviceParentsCarersGangs14.pdf and

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/#2>

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7345>.

For drug law have a look at <https://www.drugwise.org.uk/what-are-the-uk-drug-laws/>

For information about hate crime, you can see the summaries at

<https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/> and

<https://www.cps.gov.uk/hate-crime>. There are also these six websites for specific assistance, including how to report the issue: <https://www.stophateuk.org/> and

http://report-it.org.uk/your_police_force and <https://www.reporhate.victimsupport.org.uk/hate-crime/> for Wales, and <https://tellmamauk.org/> for anti-Muslim

hate crime, <https://cst.org.uk/> for anti-semitic hate crime, and <http://www.galop.org.uk/> for anti-LGBT+ hate crime.



Useful Legal Documents

These can all be found through a Google Search:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (includes advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance (advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools
- National Citizen Service guidance for schools



Related policies and documents

- [Keeping Children Safe In Education](#), (KCSIE) September 2023
- [Working Together to Safeguard Children](#), December 2023
- [What to do if you are worried a child is being abused - Advice for practitioners](#), March 2015
- [When to Call the Police, Guidance for Schools and Colleges](#) - NPCC, 2020
- [Indicators of abuse - NSPCC](#)
- [Behaviour in Schools Guidance](#) - DfE Oct 2022
- [Teaching Online Safety in School](#) - DfE June 2019 to be read in conjunction with:
- [Education for a Connected World Framework](#) - UKCIS, 2018
- [Monitoring and Filtering Standards](#) - DfE March 2023
- ['Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#) (UKCIS, December 2020).
- [Promoting Fundamental British Values as part of SMSC in schools](#), Nov 14
- [Prevent Duty Guidance - for England and Wales](#), December 2023
- [Sexual violence and sexual harassment between children in schools and colleges](#), Sept 2021
- [The use of social media for online radicalisation](#), July 2015
- [Use of Reasonable Force in schools](#), July 2015
- [Reducing the need for restraint and restrictive intervention](#) - HMGovt., June 2019
- ['Allegations Against Staff or Volunteers'](#), Oct 2021
- [Whistleblowing](#), Dec 2019
- [IT and Internet Acceptable Use](#), March 2022
- [Information Sharing; Advice for Practitioners Providing Safeguarding Services](#) - DfE July 2023
- [Online Safety Policy](#), May 2022
- [Cyber Security Standards for Schools and Colleges](#) - DfE June 2019
- [Relationships, sex and health education, guides for schools](#) DfE, June 2019
- [School Inspection Handbook](#), Sept 2023
- [Inspecting Safeguarding in Early Years, Education and Skills](#), Sept 2023
- [Statutory Framework for the early years foundation stage](#), Sept 2023
- [Undertaking Remote Teaching Safely](#) NSPCC, April 2021

