



WHITEHAVEN THEATRE OF YOUTH

SAFEGUARDING POLICY

SOCIETY DETAILS

Management Lead: Designated

Mr. Andrew Morton Mrs.

Safeguarding Leader:

Maria Morton

Review Cycle:

Annual Review

Next Review Date:

01 October 2026

Signature of Chairperson:



Date:

(Mr Andrew Morton)

25/11/2025

IMPORTANT CONTACTS

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Maria Morton	07890513146 maria_morton@hotmail.co.uk
Deputy DSL	Vacant	
Local authority designated officer (LADO)	NA	Tel: 03003 033892 Email: lado@cumberland.gov.uk Post: LADO, Safeguarding Hub, Skirsgill Depot, Penrith, Westmorland & Furness, CA10 2BQ
Chairperson	Andrew Morton	07526712471 andrewmorton63@btinternet.com

1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners and in line with publications:
- 1.1.1 [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
 - 1.1.2 [Statutory guidance on Female Genital Mutilation \(FGM\)](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
 - 1.1.3 [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
 - 1.1.4 Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
 - 1.1.5 Cumberland Council's [Guide for Chaperones and Performance License Holders \(2024\)](#).
- 1.2 The management committee takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our society to identify, assess, and support those who are suffering harm.
- 1.3 We recognise that all adults, including employees, volunteers and committee members, have a full and active part to play in protecting our children and vulnerable adults from harm, and that their welfare is our paramount concern.
- 1.4 The aims of this policy are:
- 1.4.1 To support creative development in ways that will foster security, confidence and independence.
 - 1.4.2 To provide an environment in which children and vulnerable adults feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.4.3 To raise the awareness of all concerned members of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix 1)
 - 1.4.4 To emphasise the need for good levels of communication between all concerned members.
 - 1.4.5 To develop a structured procedure within the society which will be followed by all members in cases of suspected abuse.
 - 1.4.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
 - 1.4.7 To ensure that all working within our society who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

2 Safe Society

- 2.1 We will ensure that:
- 2.1.1 All members of the management committee understand and fulfil their responsibilities, namely, to ensure that:
 - there is a Safeguarding policy.
 - the society operates safer recruitment procedures by ensuring that those recruited are appropriately checked.
 - the society has procedures for dealing with allegations of abuse against employees and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns.
 - on appointment, the designated safeguarding officers undertake interagency training and also regular training to inform of updates.
 - all other concerned members have Safeguarding training updated as appropriate

- any weaknesses in Safeguarding are remedied immediately.
 - a member of the Management committee, usually the Chair, is nominated to liaise with concerned parties on Safeguarding issues and in the event of an allegation of abuse made against the Chairman of the Society, notification is to be made to the Safeguarding Officer.
 - Safeguarding policies and procedures are reviewed annually, and that the Safeguarding policy is available on the website or by other means.
- 2.1.2 The Lead Safeguarding Officers, Mrs Maria Morton and Mrs Christine Murphy, are appointed by the Management Committee. They are held to account by the named management committee, WTOY Trustees. All designated Safeguarding Officers will receive biannual updates.
- 2.1.3 The Safeguarding Officers are involved in recruitment of any member that has regular contact with children or vulnerable adults.
- 2.1.4 All members who have regular contact with children and/or vulnerable adults are provided with child protection awareness information at induction, with reference to the society safeguarding statement so that they know who to discuss a concern with.
- 2.1.5 All members that have regular contact with children and/or vulnerable adults have child protection awareness training, updated by the Safeguarding Officers as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.6 All members that have regular contact with children and/or vulnerable adults know how to respond to a child or vulnerable adult who discloses abuse through training from the Safeguarding Officers.
- 2.1.1 All members that have regular contact with children and/or vulnerable adults will be appropriately risk assessed. The appropriate committee, in conjunction with the Safeguarding Officer will determine where a DBS check is required.
- 2.1.7.1 The society is committed to equality of opportunity for all. Where the above individual is an ex-offender, the society will follow the [NODA guidelines on the Recruitment of Ex-offenders Policy \(2018\)](#).
- 2.1.7 All parents/guardians are made aware of the responsibilities of society members with regard to safeguarding procedures through publication of the Safeguarding Policy.
- 2.1.8 External parties organising activities for children and/or vulnerable adults are aware of the Safeguarding guidelines and procedures.
- 2.1.9 External parties who have contact with children and/or vulnerable adults will be appropriately vetted and DBS information sought before contact is granted.
- 2.1.10 We will ensure that safeguarding concerns or allegations against adults working in the society are referred to the Local Authority¹ for advice, and that any member found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)² for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures are regularly reviewed and updated.
- 2.3 The name of the designated members for Safeguarding, the Designated Officers, will be clearly advertised in the society headquarters, with a statement explaining the society's role in safeguarding children and vulnerable adults.
- 2.4 All new members that have contact with children and/or vulnerable adults will be given a copy of our safeguarding statement, and safeguarding policy, with the Safeguarding Officers' names clearly displayed, as part of their induction.
- 2.5 The policy is available publicly either on the website or by other means. Parents/guardians are made aware of this policy and their entitlement to have a copy of it via the website/letter/social media pages.
- 2.6 All safeguarding concerns should be logged. [See Appendix 2](#)
- 2.7 It is not the role of the society to decide whether a child has been abused or not. This is the task of Children's Services which has the legal responsibility. It is however, everybody's responsibility to ensure that concerns are shared and appropriate action taken.

¹ Local Authority Designated Officer for allegations against leaders (LADO)

2 Contact the Local Authority for guidance in any case

- 3.1 **The Management Committee is accountable for ensuring the organisation:**
- 3.1.1 promotes and embeds a culture and environment of openness, trust and transparency so that members feel comfortable to discuss matters of concern.
 - 3.1.2 has a senior board level (or equivalent) lead to take leadership responsibility for the society's safeguarding arrangements with the appropriate authority and be given the time, training, resources and support to provide advice and support to other members, liaising with the Local Authority and working with local multi-agency safeguarding partners and other agencies.
 - 3.1.3 has appointed an appropriate Designated Safeguarding Lead with a named deputy. The role of Deputy DSL is not a legal requirement but will support with Safeguarding Lead responsibilities should the DSL be unavailable for any reason. The Safeguarding Leader will take lead responsibility for safeguarding and child protection.
 - 3.1.4 contributes to inter-agency working in line with statutory guidance ['Working Together to Safeguard Children'](#) and HM Government ['Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'](#);
 - 3.1.5 has effective Policies and procedures in place for child protection and member conduct.
 - 3.1.6 ensures that safeguarding training is undertaken at least annually for all leaders.
 - 3.1.7 has safeguarding arrangements which take account of the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Cumberland Safeguarding Children Partnership (CSCP).
 - 3.1.8 has a culture of listening to children or vulnerable adults, taking account of their wishes and feelings, both in individual decisions and the development of services.
 - 3.1.9 has a robust system of monitoring safeguarding concerns in place with appropriate files which are appropriately maintained.
 - 3.1.10 prevents people who pose a risk of harm from working with children or vulnerable adults (either paid or unpaid) by taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised.
 - 3.1.11 has procedures for dealing with concerns/allegations against members, leaders, supply staff, volunteers and contractors that comply with DfE statutory guidance ['Keeping Children Safe in Education'](#), CSCP, Local Authority (LA) and locally agreed inter-agency procedures.
 - 3.1.12 has procedures for dealing with allegations against other children (child on child abuse).
 - 3.1.13 operates Whistleblowing arrangements and will remedy any deficiencies or weaknesses in relation to safeguarding arrangements that is brought to its attention without delay.
 - 3.1.14 ensures the child's or vulnerable adult's wishes or feelings are considered when determining what action to take to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
 - 3.1.15 ensures leaders are aware that they must not promise confidentiality to a child or vulnerable adult and must always act in their best interests.
 - 3.1.16 has an annual child protection item on the Management Committee agenda;
- 3.2 **The designated Safeguarding Officer and their deput(ies) are responsible for:**
- 3.2.1 Referring a child or vulnerable adult if there are concerns about possible abuse, to the Local Authority.
 - 3.2.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 3.2.3 Ensuring that all such records are kept confidentially and securely and until the child or vulnerable adult falls outside the remit of the policy (i.e. are no longer considered vulnerable or reach the age of adulthood) and are copied on to the appropriate agencies as directed by the Cumberland Safeguarding Children Partnership.
 - 3.2.4 Liaising with other agencies and professionals.
 - 3.2.5 Organising safeguarding induction, and update training every 2 years, for member that have regular contact with children and/or vulnerable adults.
 - 3.2.6 Providing, with the nominated Management Committee lead, an annual report for the management committee, detailing any changes to the policy and procedures; training undertaken by the Safeguarding Officers, and by members that have regular contact with children and/or vulnerable adults; and number of referrals to the Cumberland Safeguarding Children Partnership (CSCP) or the Local Authority.
 - 3.2.7 Seeking advice from CSCP surrounding any concerns or uncertainties surrounding a child or vulnerable adult.

3.3 Leaders (those who take an active role in leading rehearsals for any group) have a responsibility for:

- 3.3.1 Promoting a safe environment for children and vulnerable adults.
- 3.3.2 Reading and properly understanding the Society Safeguarding Policy and the procedures to follow if they have concerns about a child or vulnerable adult regardless of the presumed seriousness of the case.
- 3.3.3 Being aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect so that leaders can identify cases of children who may be in need of help or protection.
- 3.3.4 Knowing what to do if a child or vulnerable adult tells them they are being abused, exploited, neglected or otherwise at risk of harm. Always speak to the Safeguarding Leader (or deputy). If in exceptional circumstances, the Safeguarding Leader or deputy is not available, this should not delay appropriate action being taken. Leaders should consider speaking to a member of the Management Committee and/or take advice from children's social care. In these circumstances, any action taken should be shared with the Safeguarding Lead (or deputy) as soon as practically possible.
- 3.3.5 Being aware of safeguarding issues that can put children or vulnerable adults at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk. Further information relating to other signs of harm are set out in Part one of [Keeping Children Safe in Education](#).
- 3.3.6 Being aware that sexual abuse of children by other children (child on child abuse) is a specific safeguarding issue and should understand the importance of their role in preventing and responding to it and be clear on the Policy and procedures for dealing with it. See below.
- 3.3.7 Reassuring victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- 3.3.8 Speaking to the Safeguarding Leader or deputy should they have a concern about the mental health of a child or vulnerable adult as this can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 3.3.9 Being aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- 3.3.10 Being aware that safeguarding incidents and/or behaviours can be associated with factors outside the society and/or can occur between children outside of these environments. Leaders, but especially the DSL (and deputy) should consider whether children are at risk of abuse, sexual abuse, serious youth violence, county lines or sexual/criminal exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE guidance '[Sexual Violence and sexual harassment between children in schools and colleges](#)'.
- 3.3.11 Being aware that technology is a significant component in many safeguarding and wellbeing issues. Children and vulnerable adults are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children and vulnerable adults can also abuse each another online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 3.3.12 Acting immediately on any concerns or uncertainties about a child's or vulnerable adult's welfare. There should be a conversation with the Safeguarding Leader (or deputy) to agree a course of action.
- 3.3.13 Making an immediate referral to the Cumberland Safeguarding Hub if there is a risk of immediate serious harm to a child – anybody can make a referral.

4 Children and Young Adults

- 4.1 The society recognises that the definitive age of children and young adults as being those from birth until the date upon which the child completes education in the summer of the academic year of their eighteenth birthday. As determined in this policy:
 - 4.1.1 **Child** – refers to the age from birth until the child completes education in the summer of the academic year of their sixteenth birthday.
 - 4.1.2 **Young Adult** – refers to the summer in the academic year of the sixteenth birthday until completion of their statutory education in the summer of the academic year of their eighteenth birthday.
- 4.2 We recognise that there are significant differences in development between children and young adults. Therefore, at the discretion of the society, greater autonomy is given to younger adults (e.g. no requirement for a parent/guardian to sign-in or sign-out for rehearsals or performances).
- 4.3 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.5 Our society will support all children by:
 - 4.4.1 Encouraging self-esteem and self-assertiveness, through the artistic encouragement and direction as well as our relationships, whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the society.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying the Police as soon as there is a significant concern.

5 Supporting Vulnerable Children and Adults

- 5.1 The legal definition of the term "adult at risk" refers to any person aged 18 years and over 16 who:
 - Has needs for care and support and
 - a. is experiencing, or is at risk of, abuse and neglect and
 - b. as a result of those care needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

This could include people with mental health issues, physical, sensory or learning disabilities, medical conditions, dementia, brain injury, those who are elderly and frail and also those who are family carers.

Safeguarding concerns arise when an adult who has care and support needs and is, or is at risk of, being abused or neglected and unable to protect them self against the abuse or neglect or risk of it because of those needs.
- 5.2 Our society will support all vulnerable adults in the same way as we support children (outlined above).
- 5.3 We recognise that children/adults with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect. This can include:
 - 5.3.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
 - 5.3.2 these individuals being more prone to peer group isolation or bullying (including prejudice-based bullying) than others.
 - 5.3.3 individuals with SEN, disabilities and other certain health conditions can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

6 Confidentiality

- 6.1 We recognise that all matters relating to safeguarding are confidential.
 - 6.2 The Chairperson or Designated Safeguarding Officers will disclose any information about a child or vulnerable adult to other members on a need-to-know basis only.
 - 6.3 All must be aware that they have a responsibility to share information with other agencies to safeguard.
 - 6.4 All must be aware that they cannot promise a child or vulnerable adult to keep secrets which might compromise their safety or wellbeing.
 - 6.5 We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless to do so could put the child or vulnerable adult at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Local Authority on this point.
 - 6.6 To safeguard associated members, personal information (inclusive of information acquired during the vetting procedure and DBS numbers) will only be disclosed to third parties at the discretion of the management committee.
 - 6.6.1 If such information is required, a "Statement of Commitment" (as exemplified in Appendix 3) may be issued.
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7 Supporting Members with Regular Contact, Volunteers or Contractors

- 7.1 We recognise that all members, volunteers or contractors that have contact with children and/or vulnerable adults who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
 - 7.2 We will support such members, volunteers or contractors by providing an opportunity to talk through their anxieties with the Safeguarding Officers and to seek further support as appropriate.
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8 Allegations against Members with Contact, Volunteers or Contractors

- 8.1 All members, volunteers or contractors that have contact with children and/or vulnerable adults should take care not to place themselves in a vulnerable position with a child or vulnerable adult. It is always advisable for interviews or other situations with individual children, vulnerable adults or parents to be conducted in view of other adults.
- 8.2 All members, volunteers or contractors with regular contact should be aware of the society's code of conduct.
- 8.3 Guidance about conduct and safe practice, including safe use of mobile phones and volunteers will be given at induction³
- 8.4 We understand that a child or vulnerable adult may make an allegation against a member, volunteer or contractor with contact.
- 8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children or vulnerable adults, the concerned member receiving the allegation or aware of the information, will immediately inform the Safeguarding Officer and Chairperson⁴.
- 8.6 The Safeguarding Officer and Chairperson on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (Local Authority).

- 8.7 If the allegation made to a member concerns the Safeguarding Officer, the person receiving the allegation will immediately inform the Chairperson who will consult as in 8.6 above, without notifying the Safeguarding Officer first.
- 8.8 If the allegation made to a member concerns the Chairperson, the person receiving the allegation will immediately inform the Safeguarding Officer who will consult as in 8.6 above, without notifying the Chairperson first.
- 8.9 The society will follow the local procedures for managing allegations against members, volunteers or contractors. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given
- 8.10 Suspension of the member, volunteers or contractor, against whom an allegation has been made, needs careful consideration, and the Safeguarding Officer and Chairperson will seek the advice of the Local Authority and Personnel Consultant in making this decision.
- 8.11 In the event of an allegation against the Chairperson/Safeguarding Officer, the decision to suspend will be made by the Management Committee with advice as in 8.9 above.

3 Refer to “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” available on the DfE website

9 Concerns or allegations that do not meet the harm threshold (low level concerns)

- 9.1 We believe that creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.
- 9.2 A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the society may have acted in a way that:
- is inconsistent with the staff code of conduct, 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 Safeguarding Officer.
- 9.3 All low-level concerns about adults working for the society regardless of how insignificant they may be perceived to be, should be reported initially to the Safeguarding Officer. Where the concern relates to the Safeguarding Officer or in a situation where there is a conflict of interest in reporting the matter to the Safeguarding Officer, the concern should be referred to the Chairperson of the Society.
- 9.4 If the concern has been raised via a third party, the Safeguarding Officer will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously) and to the individual involved and any witnesses.
- 9.5 Any information collected will help to categorise the type of behaviour and determine what further action may need to be taken. The rationale for the action taken and the decisions which led to the action will be recorded. A flow chart outlining the response to low-level concerns is provided at Appendix Eight.

10 Child-on-Child Abuse (Allegations between children)

- 10.1 We recognise that some young people will sometimes negatively affect the wellbeing of others and their behaviour will generally be dealt with under the Code of Conduct. It is not enough to respond to incidents as they arise, and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it.
- 10.2 All leaders are made aware that safeguarding issues can manifest themselves via child-on-child abuse and will be trained in the procedures to follow if there are incidents of sexual violence or sexual harassment between young people. This is most likely to include, but not limited to: bullying (including cyber bullying, prejudiced-based and discriminatory bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; gender-based violence/sexual violence (such as rape, assault by penetration and sexual assault),

- sexual harassment (such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts, sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse).
- 10.3 Dismissing or tolerating such behaviours risks normalising them; upskirting and the sharing of nude and/or semi-nude images and/or videos. Additional information on this issue is also available in Annex B of [Keeping Children Safe in Education](#) and in the DfE best practice advice '[Sexual violence and sexual harassment between children in schools and colleges](#)'.
- 10.4 **We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.** All leaders have been made aware that even if there are no reports in our society, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding child-on-child abuse, they must speak to the Safeguarding Leader (or deputy).
- 10.5 Decisions about what to do should a case of child-on-child abuse become evident will be made on a case- by-case basis, taking into consideration:
- the wishes of the victim in terms of how they want to proceed;
 - the nature of the incident – might a crime have been committed?
 - the ages of the children involved;
 - any power imbalance between the children for example, if one child is much older, more mature or more confident. Does the victim have a disability, learning difficulty or other health related issues;
 - whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator;
 - that sexual violence and sexual harassment can take place within intimate personal relationships between peers; and
 - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- 10.6 We recognise that children can abuse their peers. There are different forms of child on child abuse, but we recognise that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh”, “boys being boys” or “part of growing up” which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse. Although it is generally considered more likely that girls will be victims and boys’ perpetrators, we consider all child-on-child abuse to be unacceptable and will take any concerns/allegations seriously.
- 10.7 Vulnerable adults, children with additional needs or certain health conditions are three times more likely to be abused or exploited than their peers. Additional barriers can sometimes exist when recognising abuse include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability or health condition without further exploration;
 - the potential for being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
 - communication barriers and difficulties overcoming these barriers.
- 10.8 Individuals who are lesbian, gay, bi, or trans (LGBT+) can be targeted by others. In some cases, an individual who is perceived by their peers to be LGBT+ (whether they are or not) can be just as vulnerable as those who identify as LGBT+.
- 10.9 Anyone who observes or suspects any form of child-on-child abuse must inform the Safeguarding Lead as soon as possible so that further investigations can take place.
- 10.10 When an allegation is made by a young person against another young person, leaders should consider whether the complaint raises a child protection concern. If there is a child protection concern the Safeguarding Leader must be informed as soon as possible.
- 10.11 A factual record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.

- 10.12 The Safeguarding Leader should contact Cumberland Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The Safeguarding Leader will follow through the outcomes of the discussion and make a referral of either one or all the pupils involved where appropriate.
- 10.13 The Safeguarding Leaders will make a record of the concern, the discussion and any outcome and keep a copy in the files of both/all concerned.
- 10.14 If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See [‘When to call the Police’](#) for further guidance.
- 10.15 The society will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while engaging in society activity. While the facts are being investigated, the alleged perpetrator should be suspended from society activity. This is in the best interests of both young people and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- 10.16 Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in including consideration of permanent exclusion from membership. In any action we take, the nature of the conviction or caution and wishes of the victim will be considered.
- 10.17 Where neither the Safeguarding Hub nor the Police accept the complaint, a thorough investigation should take place into the matter using the usual disciplinary procedures.

11 Whistleblowing

- 11.1 We recognise that children or vulnerable adults cannot be expected to raise concerns in an environment where members fail to do so.
- 11.2 All members should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of other members. If it becomes necessary to consult outside the society, they should speak in the first instance, to the Local Authority.
- 11.3 **How to raise a concern:**
 - 11.3.1 Voice concerns, suspicions, or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken.
 - 11.3.2 Try to pinpoint exactly what practice is causing concern and why.
 - 11.3.3 Approach the Safeguarding Leader (or Deputy).
 - 11.3.4 If the concern is related to the Safeguarding Leader, the Chairperson of the Society should be contacted or, if it is felt that the issue needs to be reported to someone outside the society, contact Cumberland Safeguarding Hub.
 - 11.3.5 Members should ensure they get a satisfactory response – do not let matters rest. If a member feels their genuine concerns are not being addressed, the issue should be referred to the Cumberland Safeguarding Hub.
 - 11.3.6 Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible.
- 11.4 A member is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.
- 11.5 **What happens next?**
 - 11.5.1 The individual reporting the concerns will be given information on the nature and progress of any enquiries.
 - 11.5.2 The society has a responsibility to protect individual members from harassment or victimisation.
 - 11.5.3 No action will be taken against an individual if the concern proves to be unsubstantiated, unfounded, or false and was raised in good faith.

11.5.4 Malicious allegations will be considered as a serious offence. The LADO and case manager should consider whether the child and/or the person who made the allegation needs help or may have been abused by someone else.

11.5.5

12 Physical Intervention

- 12.1 We acknowledge that members must only ever use physical intervention as a last resort, when a child or vulnerable adult is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 12.2 Such events should be recorded and signed by a witness. [See Appendix4](#)
- 12.3 We understand that physical intervention of a nature which causes injury or distress to a child or vulnerable adult may be considered under safeguarding procedures.
- 12.4 We recognise that touch is appropriate in the context of working with children, and all members with contact have been given 'Safe Practice' guidance to ensure they are clear about their boundary.⁵

13 Anti-Bullying

13.1 Bullying can be described as persistent, offensive, abusive, intimidating, malicious or insulting behaviour, abuse of power or unfair use of penal sanctions, which makes the recipient feel threatened, humiliated, or vulnerable, undermines their self-confidence and which may cause them distress. Bullying can take many forms, but the three main types are:

- 13.1.1 Physical (e.g. kicking, hitting, theft.)
- 13.1.2 Verbal (e.g. racist or homophobic remarks, threats, name calling.)
- 13.1.3 Emotional (e.g. isolating an individual from activities)

14 Prevention

- 12.1 We recognise that the society plays a significant part in the prevention of harm to our children and vulnerable adults by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The society will therefore:
 - 12.2.1 Work to establish and maintain an ethos where all feel secure and are encouraged to talk and are always listened to.
 - 12.2.2 Include regular consultation with children and vulnerable adults
 - 12.2.3 Ensure that all know there is an adult whom they can approach if they are worried or in difficulty.
 - 12.2.4 Ensure all members are aware of guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

15 Chaperones

- 15.1 It is the responsibility of the Designated Safeguarding Leader to appoint an approved Chaperone for the children in society performances, as deemed necessary. This may involve procurement through the Local Authority.
- 15.2 The Chaperone, is the key person who protects, safeguards, and supports the child and is responsible for the child's welfare during a performance. The Chaperone is acting in loco parentis and their first duty is to the children in their care. The child's welfare overrides the needs of the producer or company. The Chaperone is the person who has the care and control of the child. Regulation 15(1) and must ensure the child's well-being, even

though they may at times be under pressure from other quarters to ensure, for instance, that schedules are kept or more rehearsal time is required.

- 15.3 The Performance Licence details the key information necessary for performance. Chaperones are required to familiarise themselves with the license. This will be available at the venue.
- 15.4 Throughout the period of the licence the Licence Holder is responsible for ensuring that the regulations and any conditions that have been endorsed on the child's licence are complied with. The Chaperone must check that this is being done by keeping a record of the duration and timing of, rehearsals and performances, time spent at the venue, breaks and meals, education, waiting time between rehearsals/performances, overnight breaks, and any other incident regarding the child's welfare and treatment about which they are concerned.
- 15.5 The Roles and Responsibilities are set out in the Cumbria County Council guide to Chaperones (2017). The maximum number of children in the chaperone's care shall not exceed 12.
- 15.6 Potential chaperones will be required to supply photographic proof of identity (e.g. passport, driving licence) and two references from individuals with knowledge of their previous work with children, unless already well known to the society. They will also be asked to sign a declaration stating that there is no reason why they would be considered unsuitable to work with children.
- 15.7 Chaperones will be made aware of the society's Safeguarding Policy and Procedures.
- 15.8 Chaperones should endeavor to ensure they are never left alone with children. In such event as this is not possible, the length of time should be kept to as short as is possible.
- 15.9 Chaperones will not usually have unsupervised access to children in their care. If unsupervised access is unavoidable, or if this is a requirement of the Local Authority, a criminal record disclosure will be sought.
- 15.10 Where chaperones are not satisfied with the conditions for the children, they should bring this to the attention of the Safeguarding Officer, who will in turn inform the producer. If changes cannot be made satisfactorily, the chaperone should consider not allowing the child to continue.
- 15.11 If a chaperone considers that a child is unwell or too tired to continue, the chaperone must inform the Safeguarding Officer and producer and not allow the child to continue. The child's parents should be contacted
- 15.12 Under the Dangerous Performances Act, no child of compulsory school age is permitted to do anything which may endanger life or limb. This could include working on wires or heavy lifting. Should such an incident occur, chaperones should tell the producer to cease using children in this way and should contact the Local Authority at their earliest opportunity.
- 15.13 During performances, chaperones will be responsible for meeting children at the stage door and signing them into the building. Details of signing the children in and out at each production will be made know to parents before the children first enter the theatre.
- 15.14 Children will be kept together at all times except when using separate dressing rooms.
- 15.15 Boys and girls must have separate dressing rooms.
- 15.16 Chaperones will be aware of where the children are at all times and be responsible for escorting children (as age and ability appropriation dictates – at the discretion of the chaperone).
- 15.17 Children are not to leave the theatre unsupervised by chaperones unless in the company of their parents/guardians, and have been appropriately signed out.
- 15.18 Children will be adequately supervised while going to and from the toilets.
- 15.19 Children will not be allowed to enter the adult dressing rooms.
- 15.20 Young adults (as defined above) are to share dressing rooms with adults as they fall outside of legislation

surrounding Chaperoning.

- 15.21 Chaperones should be aware of the safety arrangements and first aid procedures in the venue, and will ensure that children in their care do not place themselves and others in danger.
- 15.22 Chaperones should ensure that any accidents are reported to and recorded by the society.
- 15.23 First aid should only be administered by a trained and qualified person – details of which should be known by chaperones.
- 15.24 Chaperones should examine accident books each day. If an accident has occurred, the producer is not allowed to use that child or young adult until a medically qualified opinion has been obtained (not just the word of the parent/guardian or child).
- 15.25 Chaperones should have written arrangements for children after performances. If someone different is to collect the child, a telephone call should be made to the parent to confirm the arrangements.
- 15.26 Children should be signed out when leaving and a record made of the person collecting.
- 15.27 If a parent has not collected the child, it is the duty of the chaperone to stay with that child or make arrangements to take them home.

⁵ [‘Guidance on Safer Working Practices’](#) is available on the DfE website

16 Photography and Videography

- 16.1 It is the duty of the society to ensure that all publications and media represent children and vulnerable adults appropriately and with due respect.
- 16.2 It is not our intention to prevent parents/guardians from taking pictures of their children but rather to ensure photographic practices are carefully monitored and to deter anyone with undesirable intentions.
- 16.3 Any person wishing to engage in the use of video or photography must register their intentions and provide proof of identity to the society.
- 16.4 The use of photographic mobile phones at organised events or training is prohibited, unless registered as an approved person to take photographs or videos. Their device will also be authorised to hold images until their use and deleted as soon as appropriate decision is made regarding their use.
- 16.5 At the event, following registration and proof of identity, a sticker with the name and date will be issued and must be worn during the event.
- 16.6 Failure to adhere to these criteria may result in the individual being refused entry or being asked to leave a performance situation.
- 16.7 If any member of the society suspects inappropriate photography or filming, they will request the person to leave the venue and to surrender any film relating to the event.
- 16.8 A list of registered persons will be confidentially archived to facilitate any enquires by police or social services.
- 16.9 A statement regarding these procedures will be displayed at the performance event and be included in the programme.
- 16.10 A photograph or video/still image of a child printed in publications or on our website or social media pages should not be published without written consent from parent/guardian, and personal information of any individual should not accompany the image.

- 16.11 If commissioning a professional photographer or inviting the press to an event, it is important that they understand your expectations. NB It is common policy for the Press to print personal details in their publications if they obtain the information, however you must ensure that they are aware of our policy and that parents are aware it is at the discretion of the press to publish personal details not our own.
- 16.12 Care must be taken to ensure that images of children are not recorded or published without permission without permission from the parent/guardian.
- 16.13 Simultaneous streaming of images onto a website should be avoided to inappropriate editing of the images. It is also recommended that an independent server is used to ensure that images cannot be accessed, copied or downloaded.

17 Health & Safety

- 17.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children and vulnerable adults both physically within the rehearsal space, and for example in relation to internet use, and when away from the society headquarters and when undertaking rehearsal, performance or activities in other venues/locations.

18 Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Management Committee audits
- Child and Vulnerable Adult surveys and questionnaires
- Scrutiny of Rehearsal attendance information
- Scrutiny of range of risk assessments
- Scrutiny of Tots, Next Generation and Management Committee minutes
- Review of parental concerns and parent questionnaires

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
 - Emotional Abuse (including Domestic Abuse)
 - Sexual Abuse
 - Neglect
-

Signs of Abuse:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
 - Extreme anger or sadness
 - Aggressive and attention-seeking behaviour
 - Suspicious bruises with unsatisfactory explanations
 - Lack of self-esteem
 - Self-injury
 - Depression
 - Age inappropriate sexual behaviour
 - Child Sexual Exploitation.
-

Risk Indicators

The factors described in this section are frequently found in cases of abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with safeguarding officer / chairman (or in the absence of those individuals, an experienced member)
- May require consultation with and / or referral to Local Authority

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child/vulnerable adult may:

- Appear frightened of the parent/s or carer/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Members should be aware of the potential risk when individuals, previously known or suspected to have abused, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/guardians are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile persons rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The

following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/guardian e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child or vulnerable adult to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child or vulnerable adult discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are

- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

APPENDIX TWO

SAFEGUARDING CHILDREN – CAUSE FOR CONCERN EXISTING INJURY / INCIDENT FORM

If you have concerns about a child, complete this form and discuss the concerns with the Designated Safeguarding Lead (DSL) soon as possible (within one working day)

If a child has made a disclosure, do not promise to keep it a secret. Tell the Designated Safeguarding Lead (DSL) immediately and write down everything the child has told you.

N.B. At all stages confidentiality is crucial.

Individual's Name:	Date of birth:
Address:	
Post code	
Telephone Number:	
Person with parental responsibility:	
Concern / Incident:	
Date concern noted:	
Reporting Member's name:	
Signature:	
Date passed on to DSL:	

Action taken:	
Signature of DSL:	Date:
Parent/guardians Signature:	Date:

N.B. Print names after signatures

APPENDIX THREE

To Whom it may Concern,

I write to you concerning Safeguarding procedures at Whitehaven Theatre of Youth.

This letter is to confirm that all appointed adults with supervision responsibilities and/or contact with children and/or vulnerable adults (including Chaperones) have been checked in line with our Safeguarding Policy and our separate policy on the vetting of personnel. Such vetting procedures are a rigorous process and the society, as a result, currently holds personal information on each appointed adult (including photographic identification, two references, a DBS check, and a signed statement of their intent to work within our safeguarding parameters).

As a result of the data protection act, and in the best interest and practice of information sharing, it is our policy not to share this information without due cause. Such cause may include:

- an allegation made against the member/s
- an incident concerning member/s
- a particular concern involving member/s
- an inspection of practice from an external regulatory body (incl Local Authority)

Such causes must be substantiated with evidence and the release of the sensitive information will be at the discretion of the Management Committee.

Yours Faithfully

Whitehaven Theatre of Youth Management Committee

APPENDIX FOUR

Physical Intervention Record Form

Name of child/young person

When did the incident occur?

Date	Day of week	Time	Where?
------	-------------	------	--------

Member involved

Name	Designation	Physical Intervention Trained?	Involved: physically? (P) as observer? (O)	Signature

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Why was a PI deemed necessary?
5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held?

If the child/young person was held on the ground:

Did they go to ground independently? ☐

Were they taken to ground by staff? ☐

Good practice dictates that the society should review what happened and consider what lessons can be learned, which may have implications for the future management of the child or vulnerable adult concerned.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

.....

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

.....

.....

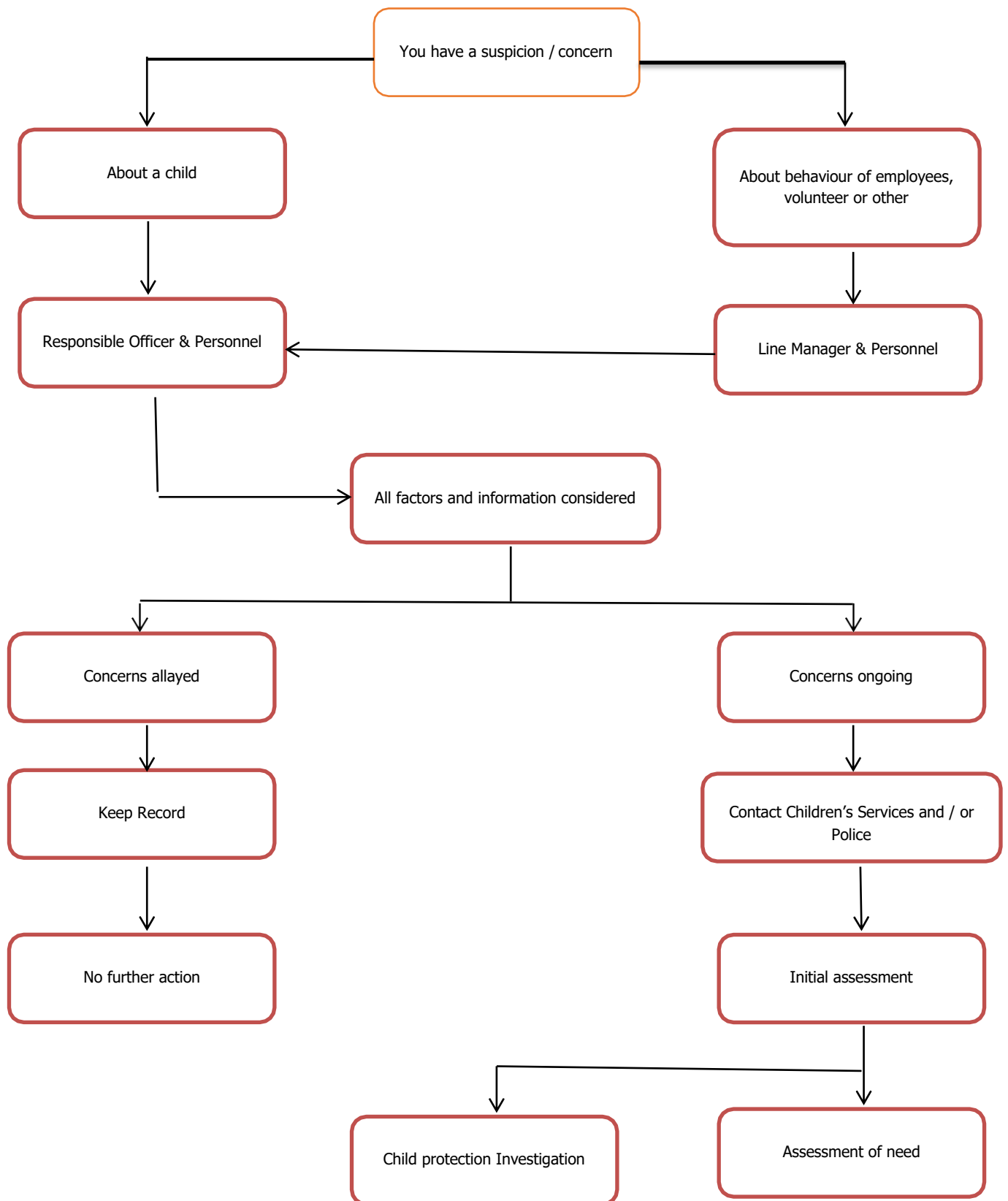
Parents/guardians were informed.

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

APPENDIX FIVE

REPORTING CHILD PROTECTION CONCERNS



APPENDIX SIX

Whitehaven Theatre of Youth recognise the need to ensure the welfare and safety of children and vulnerable adults. As part of our commitment to ensure their safety we will not permit photographs, video or other images of children to be taken or used without the consent of the parent/guardian.

Whitehaven Theatre of Youth follows guidance for the use of photographs or recorded images as set out in our Safeguarding Policy. We will take all steps to ensure any images are solely used for the purpose they are intended.

TO BE COMPLETED BY PARENT/GUARDIAN

Name of Child: _____

Address: _____

_____ Post Code: _____

I _____ (*insert parent/carer full name*), consent to Workington and District Amateur Musical Society, photographing and/or videoing _____ (*name of child*) under the stated rules to be used in local papers and or other publicity material including the Theatre website. I also confirm that I am legally entitled to give consent.

I also confirm that _____ (*name of child*) is not under a court order.

Signed:

Date:

Received by: _____

NB: Whitehaven Theatre of Youth will not print any personal details with photographs/images however, please be aware that it is common policy for the Press to print personal details in their publications if they obtain the information. We will ensure that they are aware of our policy

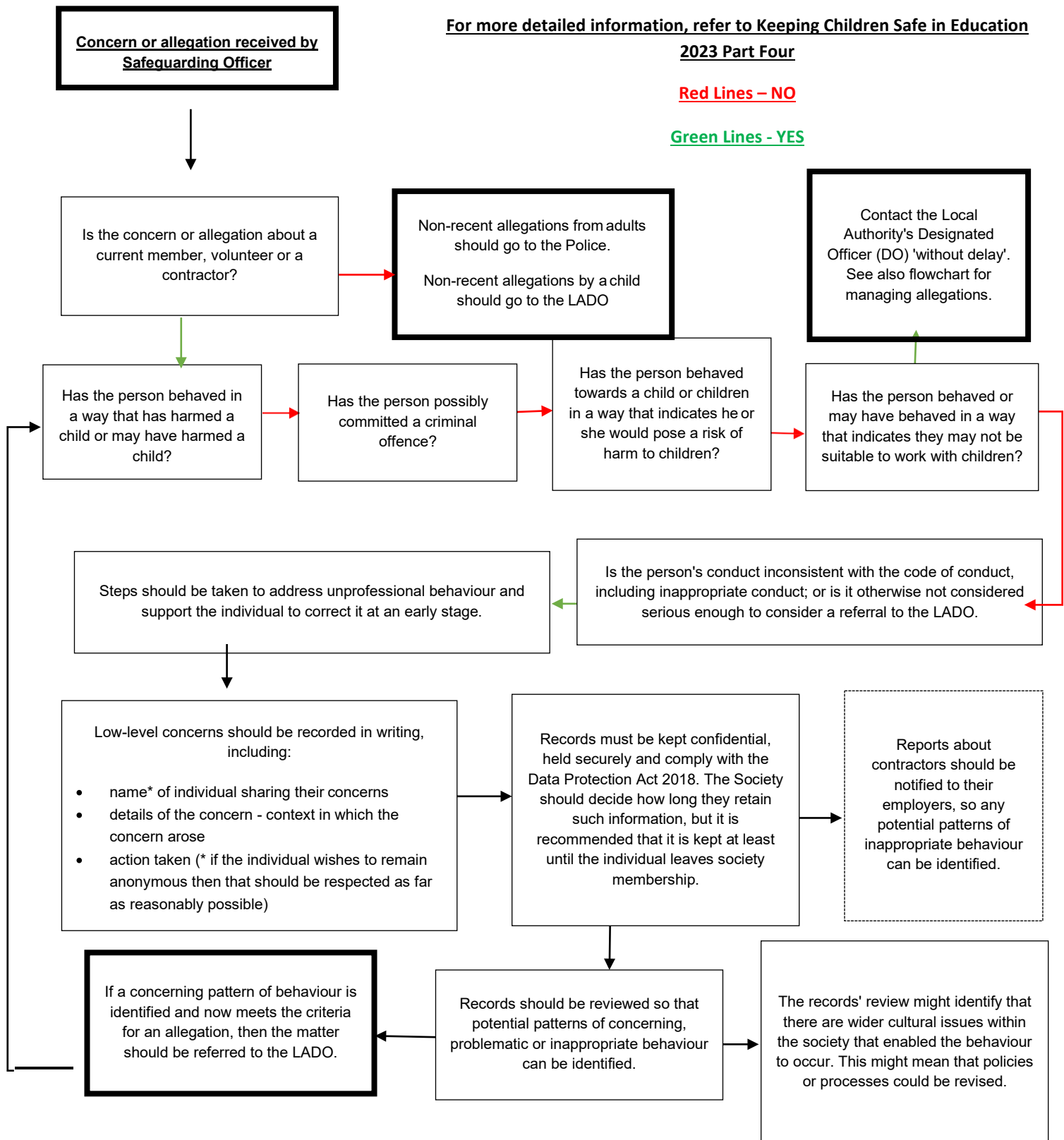
APPENDIX SEVEN

Cumberland Child Employment and Entertainment Team	Child Employment and Entertainment West Cumbria House Jubilee Road Workington CA14 4HB	Cumberland Safeguarding Children's Partnership 03332401727
Cumbria Police		08453300247
Department of Health	Consultancy Services Room 133 Dept. of Health Wellington House 133-135 Waterloo Rd. London SE1 8NG	
Childline Childline is a service provided by NSPCC	Freepost 1111 London N1 OBR	0800 1111
DISCLOSURE AND BARRING Bureau	15 Perry Avenue Rhewl Oswestry SY10 7AW	01691 662255 Helpline: 01325 953795
The NSPCC	Weston House 42 Curtain Rd. London EC2A 3NH	020 7825 2500 Helpline 0808 800 5000
NODA	National Operatic and Dramatic Association 15 The Metro Centre, Peterborough, Cambridgeshire, England. PE2 7UH.	Tel 01733 374 790 Fax 01733 237 286

For more detailed information, refer to Keeping Children Safe in Education 2023 Part Four

Red Lines – NO

Green Lines - YES



What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at Keeping Children Safe In Education (2021) paragraph 338. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'- that an adult working in or on behalf of the society may have acted in a way that:

- is inconsistent with the staff code of conduct, 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.