



SAFEGUARDING POLICY

July 2022

“It takes a village to raise a child”

Contact Details

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UPDATE

This policy is to be reviewed again in March 2023. **All staff and volunteers will be given a verbal presentation on this policy statement.** Details of how to obtain a DBS, via our partners at MPAC are set out at page 17 below. Everyone who is required to have a DBS, including volunteers working with children and young people, will need to demonstrate they have obtained a DBS.

Aim

The Black-E Arts Centre, its staff, arts youth workers and facilitators take seriously their responsibility to protect and safeguard the welfare of all children and young people. The Board and management are committed to implementing and establishing best practice to ensure that staff and others, work in line with the latest legislation, statutory guidance and best practice on *Keeping Children Safe in Education* and in line with The Children Act (2004), to achieve the best possible outcomes. We all have a responsibility to ensure that children are safeguarded, but those who come into contact with children and their families in a professional capacity have particular responsibilities.

INTRODUCTION

Here at the Black-E we aim to provide the very best opportunities for children and young people to enjoy and participate in a wide range of high quality artistic and cultural activity.

To this end, it will actively provide pastoral care in all situations where it is responsible for the safety and well-being of children and young people, protecting them from physical, sexual and emotional harm.

As a team we will seek to create relationships of trust between children and young people and responsible adults. We will ensure that children and young people are listened to and have a way in which their views can be expressed and respected.

In order to protect young people and responsible adults working on behalf of the Black-E Arts Centre this safeguarding policy and the following code of conduct should be adhered to at all times and everyone who works with and for us must read this policy statement before working with our children and young people.

A list of definitions of abuse and indicators to assist adults in recognising young people who may be suffering abuse is included to assist staff in identifying those who they feel may be at risk.

The policy applies to all staff members, freelance facilitators, helpers, volunteers and chaperones who may come into contact with children and young people.

“Safeguarding children and young people is everyone's responsibility and we must all have a basic understanding of their role in protecting young people.”

COMMITMENTS

We are committed to:

- Valuing, listening to and respecting children and young people as well as promoting their welfare and protection.
- Safe recruitment, supervision and training for all the young children's/youth workers within the Black-E Arts Centre.
- Encouraging and supporting parents/guardians.
- Having a system for dealing with concerns about possible abuse.
- Maintaining good links with the statutory childcare authorities and other organisations.

Children's Rights

As a national arts organisation with a global vision, we are committed to working within the boundaries of the UN Convention on the Rights of the Child (1991).

The Trustees of the Black-E agree and assert that:

- All children have a right to expect that their best interests are a priority when decisions are being made by the Black-E about them.
- All children have a right to have a say in anything that affects them.
- All children have a right to be protected by those who look after them.

- All children have a right to rest, play and have the opportunity to join in a wide variety of activities.
- All the rights in the Convention must apply to all children without discrimination of any kind. Every child has equal rights, as disclosed in our Equal Opportunities Policies.

Our Responsibility as an Employer

In appointing those who work in direct contact with children and young people, we will make sure of the following:

Before Appointment

- Meeting the applicant in person.
- Obtaining the results of a valid Enhanced Disclosure.
- Obtaining and following up a minimum of two reference with particular attention as to the applicant's suitability for working with children.
- Informing the applicant of the preceding two requirements and, where appropriate, of the subsequent results.

Upon Appointment

- Setting an appropriate induction period to assess the individual's suitability to the position through observation and discussion.
- Providing appropriate information and training about child protection and health and safety responsibilities.
- Issuing the policy.
- Discussing any problems arising during this period.

During Appointment

- Providing opportunities to discuss work programmes and areas of concern with other staff.
- Reviewing the appointment on a regular basis.
- DBS checking the relevant employees every three years.
- Informing employees of any changes to child protection or health and safety policy.

Volunteers

Volunteers should hold/have appropriate qualifications/experience and police checks. Otherwise they should be clearly working under the direct supervision of an appropriately qualified person.

Working Education Workers from Visiting Companies

Any person carrying out an education activity with children or young people organised by the Black-E on behalf of a visiting company must provide:

- Proof of an existing Enhanced Disclosure. If this criteria is not met then the visiting education worker must be supervised at all times by a suitably checked person known by the Black-E.

Your Responsibilities

All individuals (applicants/employees/volunteers) who work in direct contact with children and young people will be responsible for the following:

Before Appointment

- Providing all the information requested.

During Appointment

- Promptly providing details of any criminal convictions or investigations.
- Letting us know if someone you are close to, live with or are related to is convicted of a crime or is subject to an investigation for a matter that is relevant to safeguarding.
- Co-operating fully with any request made or action taken by the Black-E related either to child protection or health and safety policy.

Reasons for Not Appointing an Applicant / Discontinuing a Relationship May Include •

History or previous offences against children.

- History of offences that are unsuitable when working with children i.e. drugs or violence.
- Links to people, including being in a household with people with history of offences that means there are limits placed on their contact and/or association with children.
- Unsuitable references.
- Unsuitable behaviours during employment.
- Failure to disclose relevant information.
- Inability to do the job, follow instructions or bringing the work of the Black-E Arts Centre into disrepute.

Supervision of Children and Young People

Staff working with children and young people will:

- Take responsibility for their well-being at all times.
- Find out and comply with health and safety and fire evacuation procedures relevant to the location.
- Ascertain the whereabouts of the nearest qualified First Aider.
- Ensure the working space is safe before allowing the children to enter
- Take a register for each session, documenting (in writing, with date and time) any observations or concerns regarding a child's welfare.

- Make sure that they have completed a registration form from the child's/young person's parent or guardian detailing emergency contact details and any medical information in their folder. It is important that these are completed before the child/young person is involved in any activity.
- The Safeguarding Lead must attend regular Child Protection Training it is every staff member's responsibility to ensure that Safeguarding issues are addressed correctly, with compassion, and that the strictest confidence is maintained at all time.
- It is the responsibility of the Safeguarding Lead to pass on information and train workshop leaders and their assistants where necessary.
- the moment the group is admitted to the rehearsal / activity space and continues until the last member of the group has left the space.
- The facilitator must familiarise him/herself with the fire evacuation procedure for the space. In the event of fire alarm being activated or in any other emergency situation (such as a bomb scare), all employees must leave the building by the nearest available exit and assemble at the designated assembly point.
- First aid assistance can be found at the Main Office, where a first aider will be called. The parent/guardian must be informed at the end of the session if the child has had any kind of accident during the session.
- Children aged 16 and under must not be allowed to leave the building without a responsible adult without prior permission from parents/guardians.
- No participant may be allowed to leave the space without first informing the facilitator.
- Where there are workshops involving children aged 16 and under, there must be direct supervision from one responsible adult at all times, with another responsible adult on site and easily accessible.
- The facilitator must inspect the space before the group is admitted ensuring it is a safe environment. In the event that any dangers can be foreseen, the facilitator must discuss the matter with the appropriate person who will attempt to make the space safe or find an alternative space.

- At the end of the session, the facilitator must ensure that all children have been collected by their parent/guardian. If a child is not collected, the Safeguarding Lead will be informed so that the parent/guardian can be contacted. No child should be left alone while waiting to be collected.
- No child should come into contact with any hazardous substances, such as print room inks, acids, lead etc.

CODE OF PRACTICE

These guidelines are designed to ensure the best possible protection for children and young people and the adults working with them. Please refer to the

- All should respect the rights, dignity and worth of all and treat everyone with equality.
 - Always be publicly open when working with young people. Situations where an adult and an individual child are completely unobserved should be avoided.
 - If physical contact is necessary, it should be done openly.
 - Adults should ensure that the activities, which they direct or advocate, are appropriate to the age, maturity and ability of the participants.
 - Adults should consistently be aware of differing customs and cultural requirements.
- If an adult accidentally hurts a child, or causes distress in any manner, the adult should:
- Report the incident to their line manager.
 - Support with a brief written report of the incident as soon as possible.
 - All staff members and facilitators working directly with young people shall have upto-date DBS clearance.
 - Respect should always be shown and fostered, between young people themselves and between young people and adults.
 - A young person's right to personal privacy shall be respected.
 - Always ensure that there are sufficient numbers of adults present to prevent a situation arising in which a young person is alone on any premises with just one adult present.
 - Always avoid situations that may compromise your relationship with young people and are unacceptable within a relationship of trust (e.g. sexual relationships between a Black-E Arts Centre worker and young person over the age of consent).
 - Remember that caution is required in sensitive moments, such as when dealing with bullying, bereavement or abuse.
 - Do not permit abusive peer activities.

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- Any incident or suspicion of abuse must be reported immediately to the Safeguarding Lead, following the chain of reporting (see **Procedure for Responding to Reported or Suspected Abuse**).
Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Responsible adults must deal with any difficult emotional or violent situation in as calm and detached a manner as possible.
- An individual must not transport young people without the express consent of their parent(s) or guardian.
- Where two or more people acting on behalf of Black-E Arts Centre intend to transport young people, they must inform the Safeguarding Lead beforehand.
- Staff members and people working on behalf of Black-E Arts Centre must avoid favouritism and emotional subjectivity in relationships with young people. Pastoral care should be exercised sensitively and thoughtfully.
- Do not make suggestive remarks or gestures, even in fun.
- Any concerns about inappropriate behaviour must be shared with the Safeguarding Lead as soon as possible, following the chain of reporting (see **Procedure for Responding to Reported or Suspected Abuse**).
- All such concerns must be recorded and dated in a secure file accessible only to the Safeguarding Lead and appropriate authorities where necessary.
- A detailed record of actions taken in response to incidents and concerns shall be kept in the same secure file.
- All staff and facilitators should be aware that young people with disabilities may need to communicate their difficulties in a different way and a different approach may be needed.
- A photograph or image of a child should not be published without written consent from a parent/guardian, and personal information of the individual, other than the name, should not accompany the image.

Definitions, Categories and Indicators of Abuse

Staff members or facilitators may be made aware of alleged or suspected abuse through the following:

- A child may disclose to a member of the Black-E Team something that has upset or harmed them.
- Someone else might report that a child has told them, or that they believe that a child has been or is being harmed.

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- A child's behaviour may suggest he or she is being abused (refer to **Indicators of Abuse**).
- The behaviour or attitude of one of the workers towards a child is worrying.
- A Centre worker witnesses worrying behaviour from one child to another.

What is Child Abuse?

'Child abuse and neglect' is a generic term encompassing all ill-treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to prevent harm. This may also result in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship or responsibility, trust or power.
- Children may be abused in the family or an institution or community setting by those known to them or, more rarely, by a stranger. This abuse may be carried out by an adult or adults or another child/children.
- NSPCC similarly specify "cruelty to children" or "child abuse" as 'behaviour that causes significant harm to a child. It also includes when someone knowingly fails to prevent serious harm to a child. All forms of cruelty are damaging - it can be harder to recover from the emotional impact than from the physical effects.'
- *Working Together to Safeguard Children* (2010) sets out definitions and examples of the four broad categories of abuse:
 - Physical abuse: including hurting or injuring a child, inflicting pain, poisoning, drowning or smothering.
 - Sexual abuse: including direct or indirect sexual exploitation or corruption of children by involving them (or threatening to involve them) in inappropriate sexual activities.
 - Emotional abuse: repeatedly rejecting children, humiliating them or denying their worth and rights as human beings.
 - Neglect: the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education and medical attention.
- These categories overlap, and an abused child does frequently suffer more than one type of abuse - e.g. a child may be suffering both physical and emotional abuse.
- Discrimination, harassment and bullying are also abusive and can harm a child, both physically and emotionally.

Indicators of Abuse

- Generic indicators:
 - A sudden change in behaviour, running away from home, lack of self-esteem and confidence, regressive behaviour, attention seeking, hyperactivity, unusual attachment/clinginess to youth workers or staff, aggression, bullying, temper

- tantrums, over anxiety or fear, resistance to comfort. ○ The following descriptions of abuse are taken from *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (2010) and the indicators are taken from the NSPCC website.
- Physical 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 guardian fabricates the symptoms of, or deliberately induces, illness in a child.

- Physical signs - bruises e.g. frequent or in unusual places where accidental injuries are unlikely to occur e.g. thighs, shoulders, chest or back, face, or any bruising to pre-crawling, pre-walking children. Bruises in or around mouth. Burns. Bone fractures. Serious injuries with no adequate explanation. Frequent accidental injuries. Delay in getting treatment for a child's injury. Or leaving injuries untreated.
- Behaviour signs - aggressive behaviour in children. Restlessness or hyperactivity. Fear or over-anxiety to please. A child may have frequent absences from school. Child may respond to caregivers with resistance to being comforted, or show 'frozen watchfulness' - a heightened awareness by children anticipating further abuse. These behaviour signs may apply in any of the forms of abuse.
- Emotional Abuse:
 - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
 - Physical and emotional signs - May be seen in developmental delay. Child withdrawn, excessively quiet. Sadness. Suicidal ideas. Compulsive stealing. Awareness by outsiders that parent/s or guardians seldom interact with or talk to the child.
- Sexual Abuse:
 - Sexual abuse involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual

abuse, as can other children. ○ Physical signs - there may be none but could be pain or physical discomfort, signs of urinary tract infections (UTI) or sexually transmitted infections (STKI); under-age pregnancy or parenthood.

○ Behavioural signs - sexualised behaviour/language inappropriate to child's age/understanding. Knowledge of smells, tastes, physical sensations involved should cause concern. Fear about being left with certain person/s or fear of bedtimes. Self-harming, depression, suicidal thoughts or actions. Eating disorders. Hysteria. Other significant changes in behaviour or personality. Arson (fire setting). Sexual offending. Risk of, or actual, prostitution. ○ Remember:

- NSPCC say research study showed: 75% children sexually abused did not tell anyone at time it happened. 31% had still not told anyone by early adulthood.
- Stranger abuse - another study showed 14% female children and 22% male children were abused by strangers.

- Child Sexual Exploitation (CSE):

○ A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online. ○ Child Sexual Exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. ○ Children are more vulnerable to abuse through sexual exploitation if they have experienced one or more of the following:

- Child sexual abuse.
- Domestic abuse within the family.
- Family breakdown.
- Physical abuse and emotional deprivation.
- Bullying in or out of school.
- Family involvement in sexual exploitation.
- Parents with a high level of vulnerabilities (drug/alcohol, mental health etc.).
- Drug/alcohol, mental health or other difficulties themselves.
- Being looked after in residential care. □ Going missing frequently.

- Female Genital Mutilation (FGM):

○ 'Female Genital Mutilation' (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-medical reasons. It has no

health benefits and harms girls and women in many ways. The practice causes severe pain and has several immediate and long-term consequences, including difficulties in childbirth also causing dangers to the child. ○ FGM is illegal in the UK. It is a form of child abuse and as such is dealt with under this Safeguarding policy. ○ All staff have a duty to report FGM. Further details can be found on the Prevent Duty Guidance, England and Wales:

○ <https://www.gov.uk/government/publications/prevent-duty-guidance> ○

Indications that FGM may have taken place:

- Prolonged absence from the group with a noticeable behaviour change (depression or withdrawal).
- Disclosure that FGM has taken place.
- An extended holiday to a country where the practice is prevalent.
- A girl having difficulty walking, sitting or standing and may look uncomfortable.
- A girl spending more time in the toilet due to difficulties urinating or with menstrual problems. ○ Indications that FGM may be about to take place:
 - Disclosure that FGM may be about to take place.
 - A girl expressing concern about forthcoming overseas travel.
 - A girl confiding that she is to have a 'special procedure' or is to attend a special occasion 'to become a woman'.

- Neglect:

- 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. Once a child is born, neglect may involve a parent or guardian failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. ○ Physical signs - Appears frequently hungry e.g. stealing food from other children's lunches at school, begging. Very tired. Pale. Personal hygiene poor e.g. dirty or smelly. Delayed language or motor development. Other physical neglect e.g. rotten teeth. Nappy rash. Poor/inappropriate clothing. Failure to care for child with special medical needs. Missing medical appointments. Children left

unsupervised in-home setting or when out of doors. Child shows repetitive behaviours e.g. head banging, rocking. ○ Remember:

- Research into child abuse demonstrates that Neglect and Emotional abuse have most harmful long-term effects on physical and psychological well-being of children.
- Disabled children are twice as likely to become victims of abuse.

Besides the above-mentioned child abuse disclosure, staff should also be alert to any information disclosed about other child welfare concerns, including domestic violence, children with medical needs, child trafficking and drug or alcohol abuse, etc.

N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.

SUSPICIONS AND REPORTS OF ABUSE

When a Responsible Adult Suspects Abuse

- Inform the Safeguarding Lead immediately, who will decide upon further action, contact parent(s)/guardian(s) (if appropriate) and make a full record of the information. The person reporting the suspected abuse should sign the record confirming agreement to the report, which must include the young person's name, contact details and those of the parent/guardian.
- See **Procedure for Responding to Reported or Suspected Abuse** in the absence of the Safeguarding Lead or in the event that the allegation/suspicion involves the Safeguarding Lead. As above, the allegation must be properly recorded.
- Ensure that the young person has access to an independent adult such as a youth worker or reliable relative.
- Take steps to provide a safe environment for the young person deemed to be at risk and attempt to create a calm situation.

When a Young Person Reports Abuse

- Allow the young person to speak without interruption, accepting what they say. Believe them, often abusers tell their victims that no-one will believe them so there is no point in telling.
- Listen to them but do not push for information. Make sure that you have enough information to be sure that you are talking about abuse. Vague statements like "he makes me do things" need to be clarified before jumping to conclusions. However, do not probe or investigate.

- Alleviate feelings of guilt and isolation while not passing judgement. Reassure the young person that they were right to tell you. Abusers often tell their victims that they (the child) have done something wrong to invite the abuse and those awful things will happen if they tell.
- Advise the young person that you will try to offer support but that you **MUST** pass on the information discreetly.
- Tell the young person what you are going to do next. If there is no cause for immediate concern and the young person is to be allowed home to make sure that they have access to support and further help if they need it later.
- Inform the Safeguarding Lead and Executive Director (minimum of two people) as soon as possible. They will decide on the next steps and will make a proper record of the information. Provide a written record of the incident to them. Use the child's own words where possible.
- See **Procedure for Responding to Reported or Suspected Abuse** in the absence of the Safeguarding Lead or in the event that the allegation/suspicion involves the Safeguarding Lead. As above, the allegation must be properly recorded.
- Ensure that the young person has access to an independent adult such as a youth worker or teacher or relative.
- In the event of an allegation against the Safeguarding Lead the incident must be reported to at least two members from the Management and Trust Board not affected by the allegation. As above, the allegation must be properly recorded.

PROCEDURE FOR RESPONDING TO REPORTED OR SUSPECTED HARM OR ABUSE

Under no circumstances should a member of the Black-E Arts Centre carry out their own investigation into the allegations or suspicions of harm or abuse.

- The person in the receipt of allegations or suspicions of abuse will do the following:
- Concerns must be reported as soon as possible to the Youth Arts Creative Manager: who is nominated by the Chair of Trustees, to act on behalf in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities.
- The Safeguarding Lead will also be required by conditions of the Black-E insurance policy to immediately inform the Insurance Company.
- The Trustees may also be required to report any matters of harm to a service user to the Charity Commission.
- In the absence of the Safeguarding Lead, or if the suspicion in any way involves the Safeguarding Lead, then the report should be made to the Chair of Trustees.
- If the suspicion implicates the Senior Management and/or a Trustee, then the report should be made to the Board Directors.

- Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with Centre procedures and kept in a secure place
- Whilst allegations or suspicions of abuse will normally be reported to the Safeguarding Lead, the absence of the Safeguarding Lead or Executive Director should not delay referral to the Social Services Department
- The Artistic Directors and Executive Director will support the Safeguarding Lead in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need-to-know basis
- It is, of course, the right of any individual as a citizen to make a direct referral to the Liverpool's local child protection agencies and/or the police.

PROCEDURE AND GUIDELINES TO REPORTING AND RESPONDING TO BULLYING, ABUSE AND VIOLENCE BETWEEN PARTICIPANTS

The following procedure is how we will report, investigate and address the issue, following a participant suspected or reported of bullying, in conjunction with *Preventing and Tackling Bullying* (Department for Education, July 2017) and our existing policies.

Definitions of Bullying, Abuse and Violence

We define 'abusive or cause deliberate physical or emotional harm' as Verbal Abuse, Emotional Abuse, Physical Harm, Violence or Bullying.

- Verbal Abuse is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner.
- Emotional Abuse is the ongoing emotional maltreatment or emotional neglect of a person. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.
- Physical Harm is an act of a person involving contact of another person intended to cause feelings of physical pain, injury, or other physical suffering or bodily harm.
- Violence is the behaviour or treatment in which physical force is exerted for the purpose of causing damage or injury.
- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Procedure for Responding to Allegations of Bullying, Abuse and Violence Under no circumstances should a member of the team carry out their own investigation into the

allegations or suspicions of bullying. The person (Centre worker, parent or participant) who receives the allegations or suspicions of bullying will do the following:

- Concerns must be reported as soon as possible to the Safeguarding Lead to act on behalf in dealing with the allegation or suspicion of Bullying, including intervention or referring the matter on to the statutory authorities.
- Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with Centre procedures and kept in a secure place.
- An investigation by the Safeguarding Lead will take place, to examine the extent and severity of the actions of the accused, and validity of the report. This will involve interviews with staff present at time of incident/s, their observations and actions taken, Observations of participant interaction or workshops, and if so required discussions with parents and/or participants.

Once the investigation is complete, the Safeguarding will decide to take one of the following four actions:

- That there is insufficient evidence to act upon the report at present. They will continue to observe the situation, until they feel confident in their information to take disciplinary action.
- That information is falsified or exaggerated, resulting in no disciplinary action taken.
- That there is sufficient information taken, that they feel confident with their findings, and that disciplinary action must be taken.
- That the report of which is severe enough to pass onto the police or social services.

In the result of disciplinary action, the parent of the child at hand will be notified by the Safeguarding Lead by phone call. Depending on the severity of the findings, disciplinary action will result in one of the following:

- An Official Warning - An official warning will be issued, notifying the child that this behaviour is unacceptable. An official warning does not result in the removal of the child from the group. If further reports of abuse of bullying occur within six months of an official warning being issued, further disciplinary action may be taken.
- Removal from our activities. Depending on the severity of the incident/s, the child will be removed from our activities for a stated period or all future activities indefinitely. This is the ultimate action that can be taken by the Safeguarding Lead.

TACKLING EXTREMISM AND RADICALISATION

Here at the Black-E Arts Centre we recognise the positive contribution we can make towards Supporting vulnerable individuals who are being targeted and recruited to the cause of violent extremism. Our approach is to follow national guidance around Tackling Extremism

and Radicalisation, which is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that while it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

Prevent Duty Guidance - England and Wales

- The following link covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism:
- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.
- There is no single route to radicalisation. However, there are some behavioural traits that could indicate a child has been exposed to radicalising influences.
- Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.
- The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of your participants may have been exposed to radicalising influences.

The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

- **Outward Appearance:**
 - Becoming increasingly argumentative. ○ Refusing to listen to different points of view. ○ Unwilling to engage with participants who are different. ○ Becoming abusive to participants who are different. ○ Embracing conspiracy theories.
 - Feeling persecuted. ○ Changing friends and appearance. ○ Distancing themselves from old friends. ○ No longer doing things they used to enjoy.
 - Converting to a new religion. ○ Being secretive and reluctant to discuss their whereabouts.
 - Sympathetic to extremist ideologies and groups.

- Online Behaviour:
 - Changing online identity. ○ Having more than one online identity.
 - Spending a lot of time online or on the phone. ○ Accessing extremist online content.
 - Joining or trying to join an extremist organisation.

Procedure for Responding to Suspected or Alleged Radicalisation and Extremism

- If staff or facilitators have concerns about the wellbeing of a young person they are working with or suspect they might be at risk of extremism or radicalisation, they must report to the Safeguarding Lead, who may then liaise with the Executive Director.
- The Safeguarding Lead, with the support of the Executive Director, will then investigate the allegation, contacting parents or guardians where necessary, referring to the KSCB guidance on Radicalisation and Extremism: <https://www.kscb.org.uk/guidance/extremism-and-radicalisation2>
- If necessary, a PREVENT referral form will be completed by the Safeguarding Lead, with the support of the Executive Director.

CONFIDENTIAL AND SENSITIVE INFORMATION

Child Protection Incident Report

Name of Child: _____

Date of Birth of Child: _____

Person Reporting: _____

Position: _____

Date of Incident: _____

Time of Incident: _____

Child's Full Address: _____

Postcode: _____

Telephone: _____

Parent/Guardian Name: _____

Safeguarding Lead Informed (Date/Time):

Executive Director Informed (Date/Time):

_____ *(continues
overleaf)*

Please list all witnesses/persons spoken to about this incident:

Name	Position (parent, staff etc.)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DBS Evidence Document Checklist



Applicant Name		Organisation		Position Applied For (please state position even if you are a volunteer)	
A One from this group					Notes official use
passport	X	driving licence (UK) (full or provisional) Isle of Man/Channel Islands; either photocard or paper (a photocard is only valid if presented with the associated counterpart licence)	X	birth certificate (UK and Channel Islands) - issued within 12 months of date of birth - full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces	X
ID card for foreign nationals	X	EU National ID card	X	HM Forces ID card (UK)	X
firearms licence (UK)	X	adoption certificate (UK & Channel Islands)	X		
B Then two from this group					
<i>Please note, if you can't provide any of the documents above, you must provide five from the list below.</i>					
marriage/civil partnership certificate	X	bank/building society statement*	X	credit card statement*	X
P45/P60 statement**	X	National Insurance card	X	NHS card (UK & Channel Islands)	X
insurance certificate**	X	exam certificate eg GCSE, NVQ, O levels, degree	X	Connexions card; including those cards carrying the PASS accreditation logo (UK and Channel Islands)	X
General Medical Council certificate	X	benefit statement* - eg child allowance, pension	X	document from central/local government/government agency/local authority giving entitlement to benefits, eg to state benefits, housing benefit	X
replacement birth certificate, eg a certificate not issued within 12 months of birth	X	vehicle registration document (document V5 old style and V5C new style only)	X	documentation issued by court services*	X
letter from a headteacher*	X	store card statement *	X	utility bill* - electricity, gas, water, telephone - including mobile phone contract/bill	X
addressed payslip*	X	mail order catalogue statement*	X	financial statement ** eg pension, endowment, ISA	X
council tax bill for current year **	X	court claim form** (UK)	X	TV licence**	X
mortgage statement **	X	work permit/visa (UK) **	X	CRB, Disclosure Scotland**	X
one of the following documents from the United Kingdom Border Agency (UKBA) (formerly the BIA Borders & Immigration Agency) & Immigration & Nationality Directorate (IND) Do not use more than one of the following documents: Convention Travel Document (CTD) - Blue; Stateless Person's Document (SPD) - Red; Certificate of Travel (CIT) - Brown; Asylum/Application Registration Card (ARC)					X
Documents with 1* must have been issued within three months of your application date. Documents with 2** must have been issued within 12 months of your application date/ Documents without a * can be more than 12 months old but must still be valid					
You need to prove your identity as part of your application. You have to provide documents that confirm: Your name, date of birth & current address.					
I have provided one item from Group A and two from Group B				X	Organisation address for invoice
I have provided five items from Group B				X	
I want to pay cash	Enhanced £56 X	Standard £38 X	Volunteer £7.50 X	I would like to be invoiced (organisations only) X	Signed X
					Date

