



CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS PROTECTION PROCEDURES AND POLICY

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1. TERMINOLOGY AND CONTEXT

- 1.1. Child Protection: this is to do with the 10% of all children who are suffering or at risk of suffering from significant harm
- 1.2. Vulnerable Adult: a person over the age of 18 who is, or may be, unable to take care of him or herself against significant harm or exploitation
- 1.3. Safeguarding: what you do all day every day in your working practice to create a safe environment for children, young people and vulnerable adults
- 1.4. Harm by omission: causing indirect harm by omitting to do something
- 1.5. Harm by commission: directly causing harm by doing something

2. DAISI

2.1. Daisi is the arts education organisation for Devon and Torbay. Daisi's vision is for artistic and cultural experience to be at the heart of young people's lives and learning.

2.2. Daisi has three strategic objectives:

- i) develop the capacity and capability within communities to create inspiring artistic and cultural opportunities with and for young people
- ii) develop artistic and cultural opportunities for all young people including those who are vulnerable, have additional needs or exceptional talent
- iii) strengthen Daisi's strategic role as a leader and participant in sustainable artistic initiative and innovation within communities and especially with young people

3. POLICY STATEMENT

3.1. Daisi has a duty of care to safeguard all children involved in Daisi activities from harm. All children have a right to protection and the needs of disabled children and others who may be particularly vulnerable, including vulnerable adults, are taken into account. Daisi will ensure the safety and protection of all children, young people and vulnerable adults involved in Daisi activities through adherence to this Children, Young People and Vulnerable Adults Protection Policy (CVAP) and Daisi's CVAP Procedures. Daisi is fully committed to this aim, which overrides all other concerns.

3.2. We believe that:

- i) the welfare of the child, young person or vulnerable adult is paramount
- ii) all children, young people and vulnerable adults, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse
- iii) all suspicions and allegations of abuse should be taken seriously and responded to swiftly and appropriately
- iv) staff should be clear about how to respond appropriately

3.3 Safeguarding measures are designed to assist Daisi artists, staff and trustees from inadvertently putting themselves in a vulnerable position and/or being misunderstood or open to allegations of inappropriate behaviour. This policy is designed to support what you do all day, every day in your working practice to create a safe environment for children, young people and vulnerable adults.

4. POLICY AIMS

4.1. The aim of this CVAP and Daisi's CVAP Procedures is to promote good practice and to allow all staff to make informed and confident responses to specific child and vulnerable adult protection issues.

4.2. Where the policy refers to 'staff' this includes anyone employed by Daisi through the payroll or on a freelance basis or working with Daisi as a volunteer, including trustees.

4.3. Daisi will meet its protection responsibilities by adhering to this policy and protection procedures through all elements of its practice, and proactively promoting and disseminating the same widely.

5. PROMOTE GOOD PRACTICE

5.1. Abuse (emotional, neglect, physical, sexual, grooming, psychological, modern slavery, financial, self-neglect, domestic violence, discriminatory and organisational) can occur within many situations including the home, the school and the arts environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. An artist or Daisi volunteer may have regular contact with young people and must adhere to the highest standards of child and participant protection at all times. This member of staff should be an important link in identifying cases where

children or vulnerable adults need protection. All suspicious cases of poor practice should also be reported following the guidelines in Daisi's CVAP Procedures.

6. REVIEW OF POLICY

6.1. This policy will be reviewed annually by the Daisi trustees, or more often if there is a major change in the organisation or the relevant legislation. The policy will also be reviewed should Daisi have a safeguarding issue, in which case this would be used as an opportunity to review the policy to assess if it enabled Daisi to manage the case effectively. If this is not the case then recommendations will be made for changes to the policy with immediate effect.

6.2. Ultimate responsibility for this policy and its effective implementation lies with the Daisi trustees.

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1. CODE OF CONDUCT

Definition of terms: for the purposes of this Code of Conduct, the term 'staff' or 'member of staff' will include all artists, volunteers, trustees and paid employees who work on behalf of Daisi.

The term 'child', where used on its own, will include all children and young people under the age of 18 (up to age 25 if disabled). The term 'vulnerable adults' refers to those aged 18 or over who are, or may be, unable to take care of themselves against significant harm or exploitation.

Where the term 'school' is used, this will include all settings, including non-formal or outdoor settings.

Where the term 'teacher' is used, this will include the adults in non-formal settings who have responsibility for the group of children with whom you are working, for example the Youth Workers.

All staff will be encouraged to demonstrate exemplary behaviour in order to protect themselves from situations which could be misinterpreted and lead to allegations being made against them. The following Code of Conduct illustrates how to create a positive culture and climate.

1.1. Your vehicle:

- i) drive slowly on the school premises. Take particular care when reversing
- ii) if you do not know where the school entrance is, it is better to stop and go into the school on foot rather than drive around the school grounds
- iii) switch off any music when arriving on school premises
- iv) never obstruct fire exits when parking, even if only temporarily, to find out where to go or unload
- v) check with Reception where you can park. You may be allowed nearer to the school to unload
- vi) keep the vehicle locked at all times
- vii) never give a pupil a lift in your vehicle

1.2. Reception:

- i) go to Reception to get signed in, you should be given a visitor badge to wear. Most schools require you to present your DBS certificate here, plus another form of ID.
- ii) make sure you know and follow school procedures and times
- iii) ask where the staff toilets are; never use the children's toilets
- iv) avoid wandering around the school

1.3. Conduct around the school:

- i) you should never be alone with pupils – a teacher should always be with you
- ii) you are an ambassador for the arts and a role model for the children.
Everything you do should reflect this
- iii) do not smoke anywhere on the school premises including in your vehicle
- iv) alcohol and recreational drugs must never be taken onto school premises under any circumstances
- v) no-one should consume alcohol before arriving at a school
- vi) prescribed drugs should be kept hidden and out of reach of the children e.g. in the locked vehicle
- vii) move around the school quietly. Avoid shouting, loud laughter, slamming doors, or any unnecessary noise
- viii) make sure language and conversation is appropriate
- ix) ensure your actions do not conflict with school rules. Some schools do not allow sweets or chewing gum
- x) take responsibility for clearing up after a workshop or performance. Take any rubbish with you
- xi) report any accidents or breakages immediately
- xii) wear your named visitor badge (except if in costume or if it would be a hazard due to the nature of your activity e.g. a badge with a pin / neck cord would not be suitable for dance)
- xiii) follow all current health and safety regulations e.g. carrying valid vaccination or test information and wearing a face mask if required

1.4. Conduct with children and vulnerable adults:

- i) treat all children and vulnerable adults with respect. Don't automatically laugh at something they say to you; they may not have intended it to be funny
- ii) you are not in the school in a disciplinary capacity. Refer to the teacher if there is a disciplinary concern
- iii) never reprimand or shout at a child or vulnerable adult
- iv) give enthusiastic and constructive feedback rather than negative criticism
- v) avoid being left alone with a single child or vulnerable adult and stay within the sight and hearing of others
- vi) do not initiate any physical contact with children or vulnerable adults. It should not be necessary. If the nature of the workshop requires any physical contact this should be discussed with the teachers and participants in advance
- vii) if a child or vulnerable adult initiates physical contact such as approaching you for a hug, deflect them if possible and offer a handshake or elbow bob instead unless Covid regulations forbid it
- viii) do not encourage children to sit on your knee. If a young child wants to sit on your knee, sit beside them as an alternative
- ix) avoid getting involved in issues that arise amongst the children or vulnerable adults. For instance, don't try to physically break up a fight. If an issue does arise, refer to the teacher immediately
- x) if a child or vulnerable adult informs you of a problem, tell a teacher. Don't hang around while the teacher deals with the situation
- xi) if a child or vulnerable adult has an accident the teachers are responsible for administering first aid
- xii) if you are exploring sensitive issues, such as bullying or drugs, children or vulnerable adults could approach you with their problems. Without being dismissive, try to avoid becoming involved. Do not agree to keep the issue secret and encourage them to tell a teacher or parent
- xiii) if something a child or vulnerable adult tells you leads you to suspect that they are being abused, you are obliged to report it to the designated child protection teacher at the school. Also report it, in brief, to Daisy's designated child protection officer, the Director, in accordance with the guidelines set out in Model 4 of this policy
- xiv) maintain professional behaviour at all times

1.5. Practices never to be allowed

You should never:

- i) engage in rough, physical or sexually provocative activities, including horseplay
- ii) work or perform without the presence of a teacher/s
- iii) share a bedroom with a child. If alone with a child in a room, for any reason, the door should be left open
- iv) arrange to meet/have contact with a pupil outside the school
- v) invite a pupil to your home
- vi) offer to give a pupil a 'lift' in your vehicle
- vii) allow or engage in any form of inappropriate touching
- viii) allow children to use inappropriate language unchallenged
- ix) make sexually suggestive comments to a child, even in fun
- x) reduce a child to tears as a form of control
- xi) allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- xii) do things of a personal nature for children that they can do for themselves
- xiii) accept friend requests on social media from pupils or participants

The same points above equally apply (where the context permits) when dealing with vulnerable adults.

1.6. What is safe touch? (from *Artswork Creating Safety: Child Protection and Youth Arts*, p.34)

The concept of 'safe-touch' is quite simple. It is recognised that in some art forms (dance/drama) it may be quite common for people teaching/working with children, young people or vulnerable adults to have physical contact with them in order to instruct them. This 'touch' may not always be appropriate. Some people are quite comfortable with being 'touched' while others may find it threatening or upsetting. We do not have a right to 'touch' children, young people and vulnerable adults during projects without their permission. In order for them to give permission they need to know why they are being touched, and how they will be touched.

Safe touch training allows teachers and workers to understand that different people have different responses to touch. It also makes people examine if it is necessary to use touch or would a clear verbal instruction or a demonstration be just as effective?

In instances where a teacher or worker thinks it is still necessary to have physical contact with the child, young person or vulnerable adult to instruct them then safe touch promotes the key message that: permission must be sought before contact is made.

For touch to be safe it needs to be:

Necessary: are you sure that demonstration or verbal instruction is not adequate?

Permitted: permission for contact is sought of and given by child, young person or vulnerable adult. Ask if you can touch and accept that permission may be refused.

Contextual: Explain why you are going to touch

Artists need to be aware that it can be confusing and upsetting for children, young people and vulnerable adults if someone they are working with touches them if they don't understand why they're being touched and they have not given permission.

1.7. We all have the right to feel safe all the time

(from *Artswork Creating Safety: Child Protection and Youth Arts*, p.35)

As a person responsible for working with young people and occasionally vulnerable adults, especially in the arts, you should always consider the following when considering activity.

Is the activity appropriate to:

- i) the space
- ii) the gender, physique and maturity of participants
- iii) anatomy and physiology of participants
- iv) individuality and differentiation of participants
- v) promotion of self-esteem and assertiveness
- vi) encouraging participants to take responsibility for their own learning
- vii) encouraging participants in the use of appropriate behaviour and language

1.8. Health and Safety

- i) staff are expected to promote health and safety considerations to children and other participants
- ii) all staff agree to work in accordance with Daisi's policy on health and safety and to work without causing danger to themselves, to other staff or to the general public

- iii) risk assessment must be a part of planning any project and take into account all aspects of the project, but particularly any risks relating to protection of children, young people and vulnerable adults. Risk management must be an ongoing part of every project, not just a consideration at the outset

1.9. Accidents and injuries

If a participant is injured – while at a Daisy event or participating in a Daisy project in a school – the Daisy member of staff must make a record of the injury in Daisy’s or the school’s accident book, giving detail of the nature of the injury and how it arose. This record should be counter-signed by a teacher if in a school.

If a participant arrives for a Daisy arts activity with an obvious physical injury, a record must be made in the school, establishment or activity’s accident book. This record should be counter-signed by the person with responsibility for the participant (where applicable). This record can be useful if a formal allegation is made later. It will also be a record that the individual did not sustain the injury whilst working with Daisy.

1.10. Use of images: photographs and video

This section refers to images that may be taken/recorded as part of the process of a workshop or event, in order to support reflective practice and/or collect data for project documentation, evaluation, or marketing purposes.

- i) schools/venues/partners will be asked to give their permission for images to be taken
- ii) schools/venues/partners must give prior written permission for the use of any images *See attached Daisy Image Permission Form (Model 1)*
- iii) children’s names will not accompany images unless they are, for example, prize-winners, and we have the permission of either their parent or school
- iv) all images must as soon as possible be transferred off all mobile devices and thereafter stored digitally on a desktop computer or in hard copy storage, located within Daisy’s head office, and all other records and copies of such images must be deleted. All artists and volunteers working with Daisy on a given project shall no later than five days after the conclusion of the project provide his or her contact at Daisy with all images via a secure means (for example, Dropbox or We Transfer) and then immediately delete all other records of such images
- v) artists working with Daisy may wish to retain a copy of some of the images that they have taken for the purposes of their own professional portfolio and

- reflective practice. Artists may only do this if the school has given prior written permission via the *Daisi Image Permission Form (Model 1)*
- vi) images will be reviewed annually and respectfully removed/deleted if no longer required

1.11. Working safely with young people on-line

As technology continues to develop, arts participation and engagement is increasingly utilising on-line options, for example to enrich face to face experiences, to reach more isolated people (such as those geographically or economically isolated), or to explore new creative processes.

Information in all sections of this CVAPP document applies as much to on-line work as it does to face to face work. But there are some additional considerations to be highlighted when working on-line:

Working on-line with young people should always:

- i) use age-appropriate platforms
- ii) check privacy settings and work within robust administration systems, for example
 - (a) that prevent uninvited people from accessing the on-line activity
 - (b) and that prevent participants from accessing each other's direct contact details
- iii) maintain professional boundaries and relationships
- iv) have at least 2 adults present in the virtual audience when working on-line with children and young people. If you plan to use break-out rooms this requirement will need to be factored into your plans for those
- v) use parents' and carers' email addresses and phone numbers to set up on-line activity as opposed to children's accounts
- vi) use organisational accounts and phone numbers, do not share the personal details of the artist/teacher/leader
- vii) risk assess every on-line or blended activity and share and discuss the risk assessment with all those involved
- viii) create and use on-line safety agreements for participants, for tutors, for parents, in order to create buy-in and understanding around the shared responsibility of on-line safety
- ix) provide clear information regarding what to do to report any concern

- x) provide strict rules about what can and cannot be input in the chat stream during an on-line session
- xi) strictly observe the digital policies of the school, college, youth centre or other organisation with whom you are working. This will include working within their policy and procedures regarding:
 - (a) gaining written permission from the school, college, organisation or family for the child to participate in the proposed on-line activity
 - (b) dress code (for artist/leader and for participants)
 - (c) open door policy (e.g. individual young people should not be participating from the position of being in a room alone with a closed door)
 - (d) which rooms are acceptable to be working from (for example the artist/leader should be in a neutral setting where nothing personal can be seen/heard in the background. For children, different institutions may have different rules regarding whether the child can be situated in their bedroom)
 - (e) an adult being physically present in the room with the participating young person or vulnerable adult
 - (f) other young people (such as siblings) being physically in the room with the participating young person or vulnerable adult
 - (g) recording of the session (it is expected that an education setting's guidance will be for the teacher/leader to record Zoom calls and keep on record for 6 weeks. After which if there is no reason to use the footage due to confusion or conflict then it is deleted. Young people must be made aware of this during the sign-on process and must consent to the education institution keeping the footage)
 - (h) have a course of action if a participant needs support – for example if they become distressed or angry, or even 'leave the virtual room', in a way that would require action if you were face to face
 - (i) risks associated with working with more than one young person on-line at a time, hence opening up possible interaction between participants within and beyond the session (for example related to cyber bullying, grooming, and radicalization)
- xii) should there be a mismatch between school/venue and Daisi guidance this should be resolved between the responsible parties at the point of writing the session's risk assessment and before proceeding with the on-line session

The following links take you to key resources and training about working safely on line with young people:

- Net Aware, created with O2, provides information about privacy settings on social media and video calling apps, as well as risks, and age-appropriateness
<https://www.net-aware.org.uk>
- NSPCC provides updated information about working with young people on-line
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>
- [Childnet International](#) provides templates for young people's on-line safety agreements
- [CEOPS](#) for reporting concerns
- [Arts Council England Digital Cultural Network](#) - practical support for the arts and culture sector working in a digital world

2. RECRUITMENT AND TRAINING OF STAFF

Daisi recognises that anyone may have the potential to abuse children or vulnerable adults in some way. All reasonable steps are taken to ensure suitable people are recruited.

2.1. Interview and induction:

- i) consent should be obtained from an applicant to seek an Enhanced DBS check for regulated activity
- ii) two confidential references will be required, of which one should be regarding previous work with children, young people and vulnerable adults (for posts in which there will be direct contact with these groups) where it is possible to obtain such a reference
- iii) evidence of identity (passport or driving licence with photo) will be required
- iv) all staff will be required to undergo an interview carried out to acceptable protocol and recommendations

All staff should receive formal or informal induction, during which:

- i) a check will be made that qualifications can be substantiated
- ii) the job requirements and responsibilities will be clarified
- iii) they should receive a copy of and sign up to Daisi's CVAP and Daisi's CVAP Procedures
- iv) Daisi's CVAP and CVAP Procedures are explained and training needs are identified

2.2. Training

Staff will receive, as appropriate and proportionate to their role, information and training to:

- i) analyse their own practice against established good practice and to ensure their practice is likely to protect them against situations which could be misinterpreted and lead to allegations being made against them
- ii) recognise their responsibilities and report any concerns about suspected poor practice or possible abuse
- iii) respond to concerns expressed by a child or vulnerable adult
- iv) work safely and effectively with children and vulnerable adults

For Daisi employed staff:

training will be provided every three years to ensure the practice of the staff meets established good practice and to facilitate the development of a positive culture towards good practice and child and vulnerable adults' protection. After the annual review of the policy and procedures, staff and Trustees will be updated with any changes. Members of staff are inducted into the practical implications of this policy.

For artists:

artists engaged by Daisi sign to confirm that they understand and adhere to this policy, and are invited to ask for any clarification that they may need.

Daisi artists will obtain a Child Protection level 2 (or equivalent) certificate every 3 years. They will receive from Daisi signposting to a child protection or safeguarding training session being delivered in the south west.

For trustees and volunteers:

Trustees and volunteers engaged by Daisi sign to confirm that they understand and adhere to this policy, and are invited to ask for any clarification that they may need.

Daisi trustees will attend safeguarding training as appropriate and proportionate to their role. They will receive from Daisi signposting to a child protection or safeguarding training session being delivered in the south west.

2.3. Supervision

- i) staff will have access to a complaints procedure
- ii) employed Daisy staff will have a six monthly appraisal/review meeting
- iii) Daisy will seek feedback from schools regarding artists and volunteers

3. RESPONDING TO ALLEGATIONS OR SUSPICIONS

It is not the responsibility of anyone working for Daisy, in a paid or unpaid capacity, to decide whether or not participant abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

Daisy assures all staff that it will fully support and protect anyone who in good faith reports their concern that someone is, or may be, abusing a participant.

If a member of staff was worried about sharing concerns about abuse with a senior colleague, they can refer to Daisy's [Whistle Blowing Policy](#) or contact the MASH (Multi Agency Safeguarding Hub) - contact details are available on Model 2 of this document which is on page 19.

Where there is a complaint against a member of staff there may be three types of investigation:

- i) a criminal investigation
- ii) a child protection investigation
- iii) a disciplinary or misconduct investigation

Complaints against a member of staff will always and without exception be investigated. The police and other agencies will be informed and the designated officer will be informed in all cases. The results of the police and child protection investigation may influence the disciplinary investigation, but not necessarily.

3.1. Daisy's designated Officer with responsibility for Child and Vulnerable Adults Protection

The designated officer will, in all cases, be the Director of Daisy. When an artist is working in a school and has a concern or is disclosed to, they should report to the school's designated officer in full and make a brief account to the Daisy Director. See attached *Reporting allegations or suspicions of abuse – contact details (Model 2)*.

In the event that the designated officer is unavailable, for example owing to annual leave, suspicions should be reported, in the form of a brief account by the artist, to the Daisy designated deputy officer named in the attached *Reporting allegations or suspicions of abuse (Model 2)*.

Daisy's designated officers will log and date all reported concerns, incidents or disclosures in a central, secure log in the Daisy head office.

Ultimate responsibility for this policy and its effective implementation lies with the Daisy trustees. The designated officers will report all concerns, incidents or disclosures to the Daisy trustees.

3.2 THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The LADO must be contacted in respect of all cases in which it is alleged that a person who works with children has:

- i) behaved in a way that has harmed, or may have harmed a child
- ii) possibly committed a criminal offence against or related to a child/vulnerable adult
- iii) behaved towards a child/vulnerable adult in a way that indicates they may pose a risk of harm to them

LADOs provide advice and guidance to any employer including voluntary and community organisations that have concerns about a person working or volunteering with children, young people and vulnerable adults who may have behaved inappropriately or if information has been received that may constitute an allegation.

Once there has been an incident/allegation it is advisable that this is initially discussed with the organisation's Designated Senior Officer and the details recorded.

If Daisy's Designated Safeguarding Officer considers a LADO referral is needed they need to:

- iv) gather all relevant information, to include: the name, date of birth and home address of the ADULT connected to the allegation/incident
- v) the child's/vulnerable adults' details
- vi) either ring Exeter (01392) 384964 or email ladosecure-mailbox@devon.gov.uk and give all the above as well as their contact details and role in the Organisation.

3.3 Suspicions

- i) if a member of staff sees or suspects abuse of a child, young person or vulnerable adult, they should make the person with legal responsibility for the child or young person (e.g. teacher) or the carer of the vulnerable adult aware of the problem
- ii) if they suspect that the person with legal responsibility (e.g. the teacher) is actually the source of the problem, they should make their concerns known to another member of staff employed at the school. If they suspect that the carer is the source of the problem, they should contact the setting's designated officer and the Director of Daisi
- iii) the member of staff should make a note for their own records of what they have witnessed as well as their response, and must always make their line manager (or project manager) aware of the situation, in case there is a follow-up

3.4 If someone discloses to Daisi staff

It is possible that a child, young person or vulnerable adult who is suffering, or has suffered, abuse will disclose to a Daisi member of staff. This is something that everyone should be prepared for and must handle carefully. The following action should be taken:

- i) remain calm and in control but don't delay acting
- ii) listen carefully to what is said. Allow the person to tell the story at their own pace and ask questions only for clarification. Don't ask questions that suggest a particular answer
- iii) don't promise to 'keep it a secret'. The first opportunity should be taken to say that this information will have to be shared with others. It should be made clear that only people who need to know will be told and they should be able to help
- iv) the child, young person or vulnerable adult should be reassured that they 'did the right thing' in telling someone
- v) the child, young person or vulnerable adult should be told what is going to happen next
- vi) the person with designated responsibility for child protection in the organisation (usually the Headteacher of a school) should be told immediately. It is that person's responsibility to liaise with relevant authorities, usually social services

- vii) as soon as possible a note should be made of what was said, using the person's own words. Note the date, time, any names that were involved or mentioned and who the information was given to. Sign and date the record
- viii) in confidence, make your line or project manager aware of the situation

Advice on how to respond to a child, young person or vulnerable adult making an allegation of abuse (Model 3) and a checklist for reporting suspected abuse (Model 4) are attached. Both documents are based on models provided by the NSPCC.

3.5 Rights and confidentiality

If a complaint or allegation is made against a member of Daisy's staff, they should be made aware of their rights under both employment law and internal disciplinary procedures. This is the responsibility of Daisy's Director. Both the alleged abuser and the person who is thought to have been abused have the right to confidentiality under the Data Protection Act 2018. In criminal law the Crown or other prosecuting authority has to prove guilt and the defendant is presumed innocent until proven guilty.

3.6 Internal enquiries and suspension

In the event of an accusation of abuse being made against any member of Daisy's staff, the individual accused will be automatically suspended pending further investigations. The temporary suspension of a member of staff in no way implies guilt or innocence. It is a measure intended to protect and reassure staff, children, young people and vulnerable adults.

Daisy's Disciplinary Committee (composed of the Director, Chair of trustees and one other trustee) will assess all cases based upon available information.

The member of staff against whom an accusation of abuse has been made will be summoned to an interview with the Disciplinary Committee as early as possible. They are entitled to be accompanied to this interview. Minutes will be taken of the interview. The task of the Disciplinary Committee is to decide whether or not the accused member of staff should be allowed to continue to work with children, young people or vulnerable adults, as the case may be. At all times the welfare of children, young people or vulnerable adults as the case may be should be of paramount importance.

In all cases where the accusation of abuse is found to be true, the Disciplinary Committee will normally (and subject always to the circumstances of each given case)

terminate the employment, contract or agreement with the individual. A trustee found to have abused a child, young person or vulnerable adult will be asked to stand down from Daisy. Lesser measures may be taken at the discretion of the Disciplinary Committee. The work of the Disciplinary Committee should be cross referenced with enquiries by Social Services or the Police and not taken in isolation. Suspension may need to be continued until these checks have been completed.

3.7 NSPCC Helpline

The NSPCC helpline is available to give advice 0808 800 5000 or MASH (see details at end of this document).

3.8 Action if bullying is suspected

The same procedure should be followed as set out above in 'Responding to allegations or suspicions'.

4. Daisy's Disclosure and Barring Service Policy

All artists who undertake work with Daisy must fulfil the Daisy DBS policy as set out below:

- i) employed staff and Daisy registered artists will have an Enhanced Check for Regulated Activity from the DBS which is less than 3 years old and issued by Devon County Council
- ii) if the employed staff or Daisy registered artist is fulfilling this requirement by presenting an existing DBS check (i.e. rather than applying for a new DBS check through Daisy) the original document Enhanced Check for Regulated Activity from the DBS must be presented to Daisy in person, or via Zoom if it is not possible to meet face to face, along with 2 appropriate identification documents. This existing DBS check must have been issued by DCC or by a known partner organisation
- iii) if the existing DBS check has been issued by a known partner organisation, the issue date must be within 12 months and the artist or staff member will be asked if they have any additional information to declare. This option is at the sole discretion of Daisy. In this situation, the employed staff or registered artist should be informed that some schools and organisations may insist on DCC issued DBS certificates so this will be dependent on the individual project

- iv) Daisi reserves the right, at its own discretion and at any time, to request that the employed staff or Daisi registered artist applies for a new Enhanced Check for Regulated Activity from the DBS through Daisi
- v) the only time when a DBS certificate is not required is in the case of a visiting artist. This would be a specialist artist working on a one-off basis alongside the project's setting staff or the project's Daisi artist, to bring additional, specialist input into the project (e.g. a visiting choreographer or a visiting author). The visiting artist will be working under the supervision of the school teacher and/or Daisi artist at all times. If this visiting artist does not hold a DBS Daisi must inform the school (or the parents and Daisi host artist), in writing, prior to the work taking place, giving the school / parents the option to not proceed with the work

4.1. Portability (for artists who have registered to the Update Service)

For Daisi registered artists (new and existing) who are already in possession of 1 or more DBS check certificates from checks carried out for other elements of their portfolio of work and are subscribed to the Update Service:

- i) applying this option is solely at Daisi's discretion
- ii) the existing check must be an Enhanced Check for Regulated Activity from the DBS
- iii) the existing check must be for the same client group, i.e. it must have been obtained for work with children and young people (rather than for adult care, for example)
- iv) the existing check must have included a check of the correct barred list for the client group
- v) the original DBS certificate must be seen together with 2 appropriate identification documents

.....

I confirm that I have received Daisi's Child and Vulnerable Adult Protection Policy & Procedures and will undertake to read it and adhere to it.

Please print your name _____

Today's date _____

Your signature _____

Model 1 - Daisi Image Permission Form

School: _____

Project name/description: _____

Daisi would like to use images (e.g. photographs, videos) of your pupils participating in the above Daisi project for promotional, exhibition and evaluation purposes.

1. Daisi's process for using images (e.g. photographs, video):

- i) schools and partners must give written permission before Daisi can use any images
- ii) children's names will not accompany photographs unless they are prize winners or members of a troupe e.g. Devon Youth Theatre, and we have written permission for this
- iii) an annual review of Daisi media, respectfully removing images that are no longer required

2. We may use the images in the following ways:

- i) for use in Daisi's printed, digital and online promotional publications and materials
- ii) for use on the Daisi website and Daisi social media
- iii) for use in Daisi's printed, digital and online evaluation materials
- iv) for promotional use in the printed, digital and online publications of Daisi's partners
- v) for your Daisi artist to retain some selected images for the purposes of their own professional documentation, reflective practice and promotional work portfolio

3. I consent to Daisi taking / using any images produced from the above project:

- i) I confirm that I have obtained the permission of the adult/guardian with custody of the young person(s) who appear(s) in the images
- ii) I am aware that the school/venue and those at the school/venue appearing in the images have no rights of ownership, copyright or other interest in the images produced from this assignment
- iii) I understand and agree to Daisi using any images produced from the purposes agreed, as indicated above

Signature of Headteacher / project leader _____

Print name _____

Date _____

Please return to:

Daisi, Exeter Library, Castle Street, Exeter, Devon,
EX4 3PQ Tel. 01392 494162 admin@daisi.org.uk

**Model 2 - Reporting allegations or suspicions of abuse:
Contact Details**

Daisi Designated Child and Vulnerable Adults Protection Officer:

Name: Liz Hill
Job: Director of Daisi
Address: Exeter Library, Castle Street, Exeter, Devon EX4 3PQ
Telephone no: 01392 494162

Daisi Designated Deputy Child and Vulnerable Adults Protection Officer:

Name: Vicci Worthy
Job: Assistant Director of Daisi
Address & Tel: as above

Appropriate contacts outside Daisi:

If a child or vulnerable adult is at immediate risk contact the police on 999

DEVON

THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The LADO must be contacted in respect of all cases in which it is alleged that a person who works with children has:

- i) behaved in a way that has harmed, or may have harmed a child
- ii) possibly committed a criminal offence against or related to a child/vulnerable adult
- iii) behaved towards a child/vulnerable adult in a way that indicates they may pose a risk of harm to them

LADOs provide advice and guidance to any employer including voluntary and community organisations that have concerns about a person working or volunteering with children, young people and vulnerable adults who may have behaved inappropriately or if information has been received that may constitute an allegation.

Once there has been an incident/allegation, it is advisable that this is initially discussed with the organisations Designated Senior Officer and the details recorded.

If Daisi's Designated Safeguarding Officer considers a LADO referral is required they need to:

- iv) gather all relevant information, to include: the name, date of birth and home address of the ADULT connected to the allegation/incident
- v) the child's/vulnerable adults's details
- vi) either ring Exeter (01392) 384964 or email ladosecure-mailbox@devon.gov.uk and give all the above as well as their contact details and role in the Organisation.

Local authority: Multi-Agency Safeguarding Hub (MASH)

The Multi-Agency Safeguarding Hub (MASH) is the central resource for the whole of Devon receiving all safeguarding and child protection enquiries. The MASH is staffed with professionals from a range of agencies including police, probation, fire, ambulance, health, education and social care. These professionals share information to ensure early identification of potential significant harm, and trigger interventions to prevent further harm.

Contact details:
Box 723, Exeter EX1 9QS

Multi-Agency Safeguarding Hub, P.O.

Telephone no: 0345 155 1071 (9am-5pm, Monday to Friday)

Email: mashsecure@devon.gov.uk

Website: <http://www.devon.gov.uk/educationandfamilies/child-protection>

For emergencies out of hours (i.e. before 9am or after 5pm):

Social Care Emergency Duty Team in Devon

Telephone no: 0845 600 0388 or 0345 600 0388

Devon Children and Families Partnership (DCFP)

The Devon Children and Families Partnership (DCFP) was created to make sure that key agencies work together effectively to safeguard children.

Telephone number: 01392 386067

Website: <https://www.dcfp.org.uk/>

TORBAY

Torbay Safeguarding Children Board:

Telephone: 01803 208100 (9am – 5pm Monday to Friday)

Telephone: 0300 456 4876 (out of hours)

Email: Torbay.SafeguardingHub@torbay.gcsx.gov.uk

PLYMOUTH

Plymouth Safeguarding Children Board:

Telephone: 01752 668000 (9am to 5pm Monday to Friday)

Telephone: 01752 346781 (out of hours)

Email: gateway@plymouth.gcsx.gov.uk.

If you are a professional with an urgent child protection concern, please make an immediate referral to the Multi-Agency Hub on 01752 305200 (or 01752 346784 out of hours) or email:

multiagencyhub@plymouth.gcsx.gov.uk

Other useful contacts:

NSPCC Child Protection Helpline: 0808 800 5000

Childline: 0800 1111 www.childline.org.uk

If you have concerns about how child protection issues are being handled within Daisi you can refer to the [Whistle Blowing Policy](#). If you are concerned about how child protection issues are being handled within another organisation then you can contact the [Whistleblowing Advice Line](#) which offers free advice and support on 0800 028 0285 or email help@nspcc.org.uk.

Model 3 – Responding to a child or vulnerable adult making an allegation of abuse

- i) stay calm
- ii) listen carefully to what is said
- iii) find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- iv) allow the child or vulnerable adult to continue at his/her own pace
- v) if the child or vulnerable adult is telling you that they have marks or injuries underneath their clothing, do not ask to view or check these
- vi) ask questions for clarification only and at all times avoid asking questions that suggest a particular answer
- vii) reassure the child or vulnerable adult that they have done the right thing in telling you
- viii) tell them what you will do next and with whom the information will be shared
- ix) record in writing what was said using the child's or vulnerable adult's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated

Remember:

It is important that everyone in Daisy is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional protection agencies following a referral to them of concern.

The task of the person who first encounters a case of alleged or suspected abuse is to take responsibility for what you see or hear by observing the above procedures, documenting it and passing the information on to your SDO (Senior Designated Child and Vulnerable Adults Protection Officer). If a CVA refuses to say anything further after being told that you cannot keep what they say confidential, you could still have concerns that should be reported to the setting contact and Daisy Director.

Model 4 – Checklist for reporting suspected abuse

Name of child/young person/vulnerable adult:

Age:

Home address and home number (if known):

Are you reporting your own concerns or passing on those of somebody else? Give details.

Brief description of what has prompted the concerns: include dates, times etc of any specific incidents.

Any physical signs? Behavioural signs? Indirect signs?

Have you spoken to the child/young person/vulnerable adult? If so, what was said?

Have you spoken to the parent(s)/carer? If so, what was said?

Has anybody been alleged to be the abuser? If so, give details.

Have you consulted anybody else? Give details.

Your name and role

To whom reported and date of reporting

Your signature Today's date