



The Spark Arts for Children

Safeguarding Procedures

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Procedure dates

These procedures to be reviewed yearly in line with the Safeguarding Policy.
Last review date: 17 December 2024.

1. Purpose and Aim of Procedures

It is very important that there are procedures in place that ensure a speedy and effective response for dealing with concerns about the physical, sexual, or emotional abuse of children or their neglect or exploitation.

These procedures apply to all staff, including senior managers and the board of trustees, paid staff, volunteers and temporary workers, freelance artists, students or anyone working on behalf of The Spark Arts for Children (The Spark), and should be read in conjunction with the Safeguarding Policy.

2. Training

The following information is intended as a reference and guidance document for company procedures relating to Child Safeguarding and will be accompanied by appropriate training in Child Safeguarding issues for all members of staff. Once a year The Spark will deliver internal child protection briefings to all staff based on their needs, updates on policy and practices and changes in legislation.

3. Recruitment – Disclosure and Barring Service

All members of core staff and trustees working for The Spark are subject to the procedures for recruitment and selection of staff including enhanced Disclosure and Barring Service checks. The DBS checks will be renewed every 3 years.

Any staff recruited on a temporary or permanent, voluntary, or paid basis, who are involved in projects where they are required to work with children or young persons directly and where this is considered Regulated Activity (see Appendix 5) will be required to have an enhanced DBS with Barred List check dated within 2 years. Staff recruited for activities that are not considered “Regulated Activity”, but who work regularly with children are required to have an enhanced DBS check dated within 2 years.

Staff or volunteers recruited for activities that are not considered Regulated Activity and who do not have regular contact with children are not required to have a DBS check. However, each activity should be assessed on an individual basis to ensure proper supervision is in place.

The Spark requires applicants for posts involving contact with young people to complete a self-disclosure form (See Appendix 6) Having a criminal record will not necessarily bar an applicant from working with the company, but this will depend on the nature of the position and the circumstances and background of any offence.

Further procedures and information can be found in the **Recruitment Policy**

4. Roles and Responsibilities

The Company will appoint a Designated Safeguarding Lead (DSL). Their role is, in close liaison with the Senior Management and Trustees, to lead on day-to-day child protection procedures.

See Appendix 4 for Job Description.

In the instance that the DSL is unavailable to respond to matters regarding child protection, the Deputy DSL or Trustee Lead should be contacted (see Main Policy Document).

In the case of a report being made, the DSL's role is to:

- a) receive information from staff, volunteers, children, young people, parents, carers or teachers who have child safeguarding concerns and record it

- b) assess information promptly and carefully, clarifying or obtaining more information about the matter as appropriate
- c) consult initially with a statutory child safeguarding agency to test out doubts or uncertainties
- d) to make a formal referral to a statutory child safeguarding agency or the police without delay

Within participatory projects, the Lead Artist may be the first point of contact for point a) above. Any information received by the Lead Artist should be referred immediately to the DSL within 12 hours, and a written report submitted within 48 hours.

Role of the Board of Trustees

Charity trustees in the UK are required to take steps to protect everyone who comes into contact with their organisation from harm (Charity Commission for England and Wales, 2019; Charity Commission for Northern Ireland, 2019; Scottish Charity Regulator, 2018).

This includes:

- ensuring safeguarding policies, procedures and measures are fit for purpose and up-to-date
- making sure everyone in the organisation is aware of their safeguarding responsibilities and knows how to respond to concerns
- having a lead trustee for safeguarding and child protection
- challenging any decisions which adversely affect anyone's wellbeing
- managing allegations of abuse against someone involved in the organisation
- reporting serious incidents as necessary to appropriate regulatory bodies

Safeguarding sub-group

The Safeguarding sub group will consist of the Chair of the Board of Trustees, the Lead Trustee for Safeguarding, the Artistic Director and the Designated Safeguarding Lead.

5. Dealing with a situation where a child is in need

The Spark will take every reasonable step to ensure that children and vulnerable adults are protected where:

- Our own staff are directly involved in a project or partnership, including young people involved in the governance of our organisation, those in direct communication with us through our services, products and project activities, and those taking part in work placements;
- We contract an individual or organisation to work with children and vulnerable adults in schools and other settings;
- We work in partnership with another organisation.

Suspensions

The Spark trustees, staff and volunteers should be aware of the Signs and Symptoms of Abuse (Appendix 1) and should make sure they can recognise these in the children they come into contact with.

- Any suspicion of abuse, neglect or exploitation must be shared with the DSL, reported using a Reporting Incident Form and also shared with the designated safeguarding lead at the school/setting as appropriate, within 48 hours.
- If they suspect that the person with legal responsibility is actually the source of the problem, they should make their concerns known to another designated safeguarding Lead.

- The individual should make a note for record of what they have witnessed as well as their response, using the Reporting Incident form

It is important to remember 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 child protection agencies following a referral to them by a designated safeguarding lead.

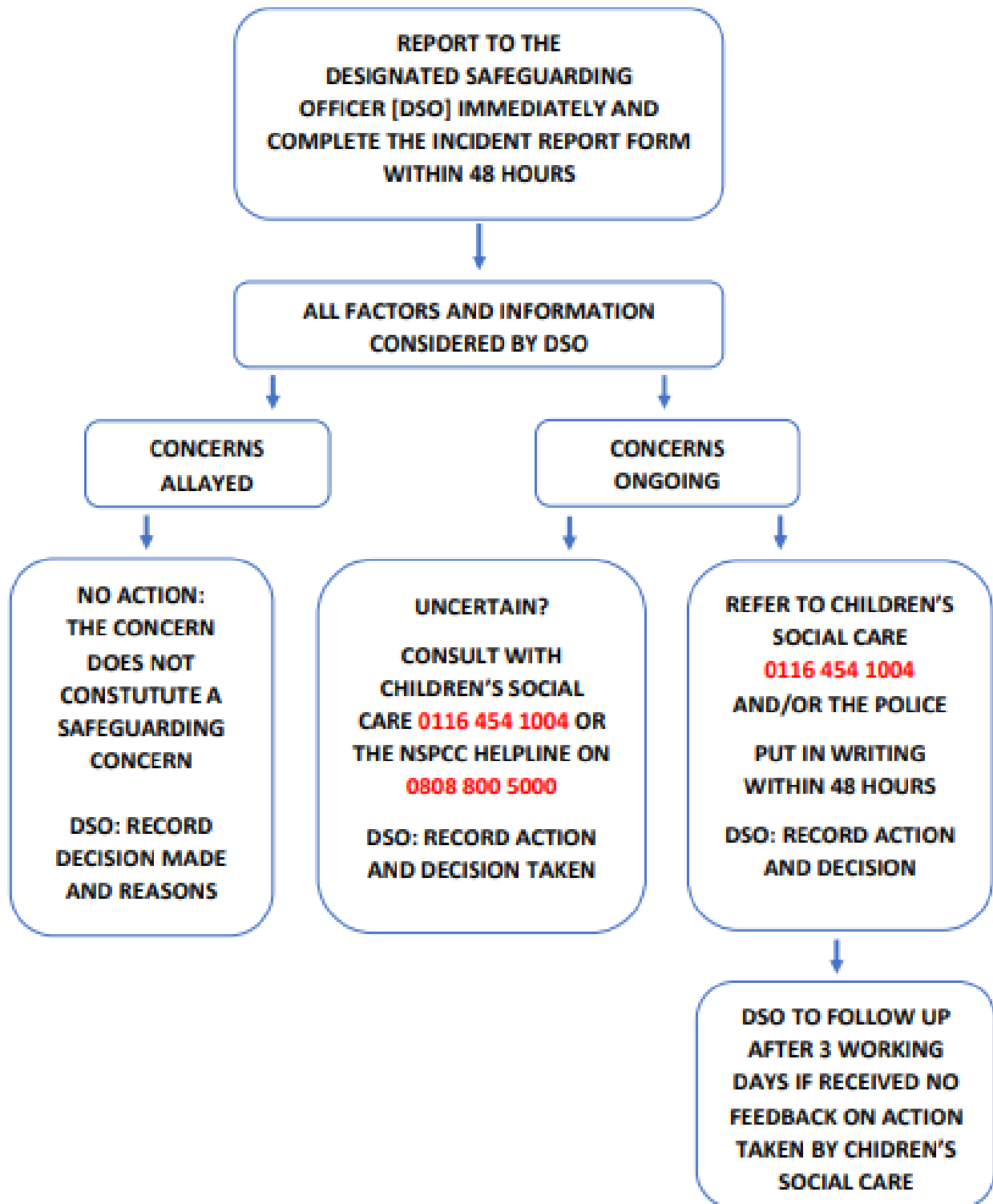
If a child is in immediate danger call 999.

Remember not all disclosures are obvious. Some children will be too frightened to directly disclose abuse but will make hints and even jokes to try and make an appropriate adult aware of the issue.

Action by the DSL in response to a report or disclosure

- If not already actioned, the DSL will report the incident to the safeguarding lead at the partner school/setting.
- The DSL should then assess the information, consult with the safeguarding lead at the school/setting and decide on appropriate action i.e. to monitor and record the concern, or to refer it on. Only the DSL should be making referrals outside of the organisation.
- Records of any disclosures and resulting actions will be stored securely at the Spark Office

**ACTION:
WHERE THERE IS A CONCERN ABOUT A CHILD**



Handling a disclosure

It is possible that a child who is suffering, or has suffered abuse, will disclose to a Spark representative or member of staff. It is vital that the adult receives the full information. This is something that everyone should be prepared for and must handle carefully.

The following action should be taken:

- Remain calm and in control (“I can help”) but don’t delay acting;
- The child should be reassured (“You’ve done the right thing sharing”);
- Make it clear that you take them seriously
- Be non-judgemental
- Listen carefully to what is said. Allow the child to tell the story at their own pace and ask questions only for clarification. Record only what the child has said. Many cases fall down where it is possible to infer that leading questions were asked even at these early stages
- Find an appropriate opportunity to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets**. It should be made clear that only people who need to know will be told and they should be able to help (“We might need to ask someone for help in dealing with the matter”);
- Reassure the child that they have done the right thing in telling you.
- Reassure them that you are going to do everything you can to help. Tell them what you will do next and with whom the information will be shared

Things to avoid:

- Do not quiz for more information
- Do not ask questions that suggest a particular answer
- Do not speculate or make assumptions
- Do not voice negative judgements about the situation or the abuser
- Do not make promises you cannot keep
- Do not promise that ‘everything will be alright’
- Do not offer to keep it confidential

After the meeting

- Record in writing what was said using the child’s own words as often as possible in a clear and factual manner using Incident Report Form. Do not do this when with the child. Note the date, time, and any names that were involved or mentioned, and who the record was given to. Sign and date the record.
- Notify the DSL at The Spark and (where appropriate) the designated safeguarding lead at the school/setting within 12 hours and in writing within 48 hours. It is that person’s responsibility to liaise with relevant authorities, usually social services.
- Record every incident of suspected, alleged or disclosed abuse you encounter
- The information will be received by the DSL and stored in accordance with the requirements detailed in the Data Protection Act 1998. It will then only be shared by those who need to know, i.e. senior management of the company, the chairman, and social services staff as necessary.
- In confidence, you should notify your line manager immediately that you have been disclosed to (not the details of the disclosure), so that you can be offered support.

6. Responding to allegations of abuse against a member of The Spark staff

Any allegation that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child will be taken seriously and dealt with sensitively and promptly.

Depending on the situation, managing an allegation of abuse may involve:

- a police investigation of a possible criminal offence
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services
- consideration by the employer of disciplinary action against the individual.

If someone resigns from their post or refuses to cooperate with the investigation process, this must not prevent an allegation being followed up.

Reporting an allegation of abuse

An allegation may be made that a staff member or volunteer has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they are unsuitable to work with children.

This allegation may be made to a member of staff, the DSL, a Senior Manager or a Trustee. In all cases:

- The incident must be reported immediately to the Safeguarding Sub-Group consisting of the Chair of Trustees, The Director, The Safeguarding Officer Trustee and the DSL.
- The DSL should report the allegation to the LADO (Local Authority Designated Officer) **within 24 hours**
- The Sub-Group will consult with the LADO whether further referrals need to be made, e.g. to the police.
- If as a result of any investigation, the organisation removes a member of staff or volunteer from working with children because they pose a risk of harm (or if would have but the person has resigned or left), The Spark understands it has a legal obligation to inform the relevant disclosure and barring agency.

Complaints against a representative will always and without exception be investigated.

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

- A disciplinary or misconduct investigation
- A child protection investigation
- A criminal investigation

Rights and confidentiality

If a complaint or allegation is made against a member of Spark staff, they should be made aware of their rights under both employment law and internal disciplinary procedures. This is the responsibility of the Director or Chair of Trustees, as required. Both the alleged abuser and the person who is thought to have been abused have the right to confidentiality under the Data Protection Act 1998.

In criminal law the Crown or other prosecuting authority has to prove guilt and the defendant is presumed innocent until proven guilty.

The Spark will make every effort to maintain the confidentiality of all parties while an allegation is being investigated. We will consider how best to support the children involved, their parents or carers, and individuals who have had an allegation made against them.

This includes:

- telling parents or carers and the employee or volunteer concerned about the allegation as soon as possible
- telling them how you are going to manage the allegation
- keeping everyone informed about the progress and outcomes of the case.

Record keeping

A clear and comprehensive summary of:

- all allegations that have been made
- details of how allegations have been followed up and investigated
- decisions made about the allegation and actions taken.

Internal enquiries and suspension

In the event of an accusation of abuse being made against a Spark member of staff, the individual accused will be suspended following immediate advice by the police and pending further investigations.

The temporary suspension of a Spark member of staff in no way implies guilt or innocence. It is a measure intended to protect and reassure both staff and children.

The Spark Safeguarding Sub-Group is responsible for assessing all cases based upon available information. The Spark member of staff against whom an accusation has been made will be required to attend an interview with the Safeguarding Sub-Group as early as possible. Spark members of staff are entitled to be accompanied to this interview. Minutes will be taken of the interview.

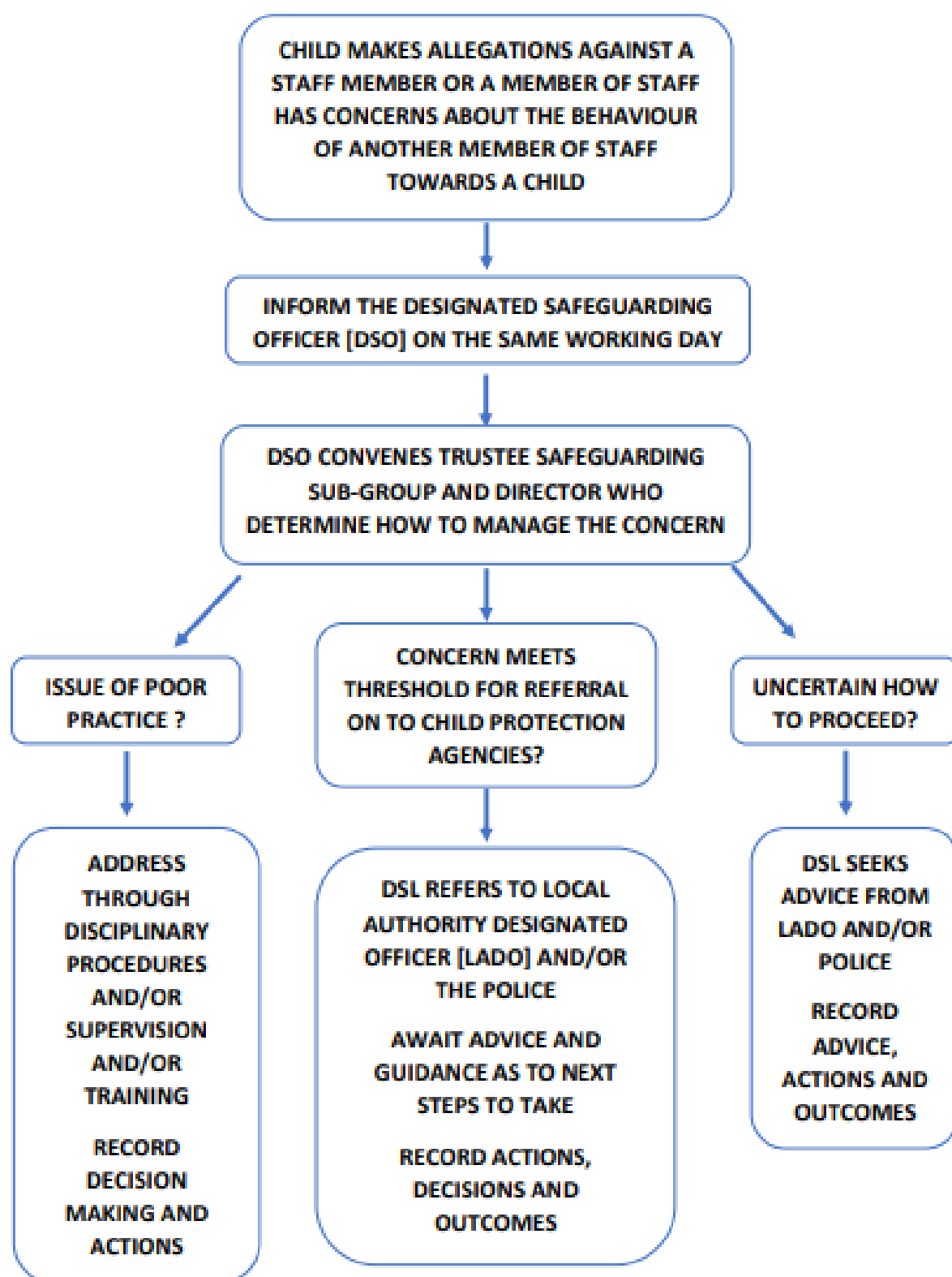
The task of the Safeguarding Subgroup is to decide whether or not the representative should be allowed to continue to work with children on behalf of The Spark and to agree and oversee an appropriate course of actions and decisions in-keeping with the organisation's legal obligations. At all times the welfare of children should be of paramount importance.

In all cases where the accusation of abuse is found to be true, the Safeguarding Sub-Group will normally terminate the employment, contract or agreement with the individual. Lesser measures may be taken at the discretion of the Sub-Group and in-keeping with The Spark's terms and conditions of employment and or contract.

Please note that The Spark's Whistleblowing Policy applies to child protection matters.

Charities in **England** can use the [Department for Digital, Culture, Media and Sport's \(DCMS\) online portal](#) to help them handle safeguarding allegations made against an employee or volunteer.

ACTION:
WHERE THERE IS A CONCERN ABOUT A MEMBER OF STAFF



7. Photography and filming Guidelines

The Spark recognises that

- children and their parents/carers have a right to decide whether their images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- consent to take images of children is only meaningful when the children and their parents/carers understand the potential risks associated with the use and distribution of these images
- there are potential risks associated with sharing images of children online.

We will seek to keep children and young people safe by:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- avoid using names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)
- never publishing personal information about individual children
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- reducing the risk of images being copied and used inappropriately by:
 - only using images of children in appropriate clothing (including safety wear if necessary)
 - avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- using images that positively reflect young people's involvement in the activity.

We will also develop a procedure for reporting the abuse or misuse of images of children as part of our child protection procedures. We will ensure everyone involved in our organisation knows the procedures to follow to keep children safe.

Photography and/or filming for personal use

When children themselves, parents/carers or spectators are taking photographs or filming at our events and the images are for personal use, we will publish guidance about image sharing in the event programmes and/or announce details of our photography policy before the start of the event. This includes:

- reminding parents/carers and children that they need to give consent for The Spark to take and use images of children
- asking for photos taken during the event not to be shared on social media or asking people to gain permission from children and their parents/carers before sharing photographs and videos that include them
- recommending that people check the privacy settings of their social media account to understand who else will be able to view any images they share
- reminding children, parents and carers who they can talk to if they have any concerns about images being shared.

Photography and/or filming for The Spark's use

We recognise that our group leaders may use photography and filming as an aid in activities such as music or drama. However, children/young people and their parents/carers must be made aware that this is part of the programme and give written consent.

If we hire a photographer for one of our events, we will seek to keep children and young people safe by:

- providing the photographer with a clear brief about appropriate content and behaviour
- ensuring the photographer wears identification at all times
- informing children and parents/carers that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- not allowing the photographer to have unsupervised access to children
- not allowing the photographer to carry out sessions outside the event or at a child's home
- reporting concerns regarding inappropriate or intrusive photography following our child protection procedures.

If staff or volunteers are asked to take pictures, preferably they should use cameras or devices belonging to The Spark. If this is not possible, pictures will be transferred to the Spark server as soon as possible and deleted from the staff/volunteer's equipment.

Photography and/or filming for wider use

If people such as local journalists, professional photographers (not hired by The Spark) or students wish to record one of our events and share the images professionally or in the wider world, they should seek permission in advance.

They should provide:

- the name and address of the person using the camera
- the names of children they wish to take images of (if possible)
- the reason for taking the images and/or what the images will be used for
- a signed declaration that the information provided is valid and that the images will only be used for the reasons given.

The Spark will verify these details and decide whether to grant permission for photographs/films to be taken.

We will seek consent from the children who are the intended subjects of the images and their parents and inform the photographer of anyone who does not give consent.

At the event we will inform children, parents and carers that an external photographer is present and ensure they are easily identifiable, for example by using them with a coloured identification badge.

If The Spark is concerned that someone unknown to us is using their sessions for photography or filming purposes, we will ask them to leave and (depending on the nature of the concerns) follow our child protection procedures.

Storing images

We will store photographs and videos of children securely, in accordance with our safeguarding and data protection policies.

We will keep hard copies of images in a locked drawer and electronic images in a protected folder with restricted access. Images will be stored for a period of 10 years.

We will never store images of children on unencrypted portable equipment such as laptops, memory sticks and mobile phones.

8. The Safeguarding Incident Report Form

The Safeguarding Incident Report Form should be used when recording any significant incident (other than an accident) at work that involves a child, young person or vulnerable adult participating in The Spark's activities.

- Make sure you write your account as soon as possible after the incident occurs
- Make sure you sign and date the form
- Try to include names, addresses, telephone numbers and dates of birth if possible.
- Include matters of fact, observations, statements made by other people involved (remember to use exact words) and your actions and words.
- If you wish to express your opinion, make sure you can substantiate it with fact
- Pass your report to the DSL within 48 hours, or within 12 hours if the report concerns an allegation against a member of the Spark staff

9. Project Partners' Responsibilities

The Spark expects project partners to make a commitment to the safety of all children, young people and vulnerable adults alongside other participants: project partners are ultimately responsible for the welfare and safety of all participants.

All project partners will be informed by project co-ordinators of The Spark's Safeguarding Policy. They will be directed to the company's website to view it and given the opportunity to ask for a printed copy if needed.

Partners will also be informed that The Spark operates a complaints procedure and that this should be used if they have any concerns about a member of The Spark staff. The complaints procedure is available on The Spark website.

10. Record Retention periods

In line with Guidance contained in the Data Protection Act (1998) personal information should not normally be held for longer than 6 years after the subject's last contact with the authority.

Information about child protection concerns and referrals will be kept in a separate child protection file for each child. This file should be started as soon as the organisation becomes aware of any concerns.

Records relating to concerns about an adult's behaviour will be kept in the person's confidential personnel file and a copy will be given to the individual. These records should be kept either until they reach the age of 65 or for 10 years, whichever is longer. This applies to volunteers and paid staff.

Records regarding allegations about an adult's behaviour will be kept regardless of whether or not the allegations were unfounded. However if it is found the allegations are malicious, the record will be destroyed immediately.

Where there are legal proceedings, legal advice will be taken about record retention.

Disclosure and Barring checks- confidential records will be kept of the date of the check, level and type of check, reference number and any resulting decisions. No copy of the certificate will be kept unless there is a dispute about the results.

11. Online Safety Procedures

a) Communications via Digital Platform:

- All contact and/or communication with young people throughout projects will be carried out through their teacher or responsible adult (parent/carer/guardian). Their teacher or responsible adult will be our direct point of contact throughout the engagement with the class or individual child.
- The Spark staff or freelance Workshop Leaders will only gather necessary and essential personal information about the young person in relation to the creation of any project work. This data will be stored in accordance with The Spark's Data Protection Policy.
- All staff will have read and agree The Spark's Code of conduct.

b) Communication via Email

- Email communication with participants should be via teacher or responsible adult and will be done via a company email account only.
- Only The Spark's core staff, or specific key staff or workshop leaders who are named and are employed to work directly with the project, will contact participants via email.
- If direct email contact with a participant is unavoidable, always add another member of The Spark's staff to the conversation.

c) Storage of Personal Information

- Any audio, film or photography will be securely stored for the duration of the project. Please see Photography and Film Guidelines in the Safeguarding Procedures for more detail.
- Only The Spark's core staff or named project staff will have direct access to the information.
- The final copy of audio, edited film or photography will be kept securely by The Spark, and will not be distributed or shared without permission.
- Where a project is developing a script from the project by gathering audio content, personal audio files will be destroyed upon completion of the development of the script or completion of the development phase.

d) Project work involving the use of the Internet for education and personal development

This includes social media platforms, games and apps. We aim to support children and young people in making use of these in our work. However, we recognise that safeguards need to be in place to ensure children are kept safe at all times.

- Any project work involving internet access will be risk assessed, be age-appropriate and be monitored by a Spark staff member/teacher/responsible adult.
- A Young Persons' agreement will be set up for each project. (See Procedures - Appendix 7)
- The Spark /schools should inform parents/cares of what they are asking children to do online, including sites they will be asked to access.
- The Teacher or responsible adult will be asked to read and discuss the agreement with the child and ask them to sign and return to The Spark.

- The Teacher/responsible adult will return the forms to The Spark, and will report any concerns or questions to be reviewed.

e) Online Code of Conduct for Digital Delivery

Guidelines for The Spark's Staff and Freelance Workshop Leaders delivering content from home or other remote locations digitally

- The staff member or artist should deliver the session from a quiet space where they will not be interrupted or overheard by others.
- The Staff member or artist should be clearly identifiable as Spark staff either wearing a branded T-Shirt or by labelling on screen: "Name" [Spark]
- The staff member or artist delivering the session should have a neutral background which does not reference their 'personal space', e.g. a bed in view, bottles of alcohol or cigarettes in view etc.
- The staff member or artist leading should make sure they have a stable, reliable internet connection and if not, make The Spark aware of this.
- Reporting a concern or allegation should be dealt with in the same manner as when working in-person. Please refer to The Spark's Child Protection policy for further information and guidance

f) Online School Digital Delivery

Guidelines for The Spark's Staff and Freelance Workshop Leaders delivering content digitally to a specified school class.

- The Spark's staff, freelance project staff and school staff should be the only adults present in digital platform sessions.
- The Spark will always take lead from the school's policies that are in place and not breach these.
- Participating schools should be responsible for setting up the video call and invite The Spark's staff member or Workshop Leader to be part of this.
- Participating schools are responsible for ensuring children have parental consent to take part in online sessions and for explaining what their participation might involve (e.g. contribution in comments)
- The Workshop Leaders should have discussed the content of the workshop in advance with the teacher.
- If any concerns are raised by the teacher involved, these should be brought to the project lead at The Spark as soon as possible.

g) Live Event Streaming

Guidelines for Livestream events e.g. webinars to multiple schools or live performances to families in the home.

- The Spark's livestream event should be hosted from a Spark company account and not a personal account. Invited guests / performers may join from a personal account.
- Livestream event should only include the people specifically invited or who have registered for the event. We will issue a log in and password.
- For public events in schools, guidelines (see below) will be issued
- For public events to families guidelines will be issued on booking to the adult, and a pre event introduction will include a safety briefing. [Appendix 1]
- The Spark will indicate clearly how the stream will be used in the future. (Will it be recorded for archive purposes and will it be broadcast as a recorded event?)
- Be sensitive to the needs of individual children, for example those who may be sensitive to particular topics or issues that may arise during the livestream.

- Make sure the platform you're using is accessible to d/Deaf and disabled children. For example, you could use screen readers or subtitling. Also consider other languages and interpretation specific to the project.

h) School recommendations for joining a livestream or digital workshop

The following recommendations should be sent to schools, if children are joining a livestream hosted by The Spark, where they will be able to participate through posting audio, written comments or liking and sharing the stream.

- Teacher's should familiarise themselves with the type of content to be used in the stream and check it's appropriate and relevant.
- Even if a participating child can't be seen in the stream there may still be identifying information such as their name, email address or a link to their social media account. Never reveal the full identity of individual participants and keep any identifying information private. Be particularly sensitive to the needs of those who may have child protection concerns.
- Familiarise yourself with the privacy settings of the platform you're using and how to report any offensive or abusive content.
- If children are participating in the livestream, make sure the activity is observed by appropriate adults.

Before any livestream, remind children of the following, whether they are watching or participating.

- Live streaming is live, in real time. Any comments children make will be seen by others, and they may not be able to delete or edit what's been said. It can become part of their digital footprint.
- Children shouldn't share any personal information during a livestream. Remind them what personal information is and not to respond to contact requests from people they don't know.
- Some livestreams request donations from the audience. Explain to children and young people that they don't have to contribute.
- Make sure they know who to tell if they see or hear anything upsetting or inappropriate.

i) Public Event Live Streaming Guidelines

- The Spark's family-focused events are intended for parents and/or guardians and children to attend together.
- Participants should not use their full name or that of their child.
- At most events, participants will be muted. If invited to speak they should be asked to keep microphone on mute until it is their turn and mute again afterwards.
- Participants should keep their camera off unless told otherwise. When asked to join with their camera live, participants should be aware to use or ensure their surroundings are free of any images that are inappropriate for children or insensitive.
- Participants should not use their phone or tablet to record or take any screenshots of this session.
- Sessions should only be recorded with permission from all participants and with valid artistic or contractual reasons to do so. Participants should be clearly informed what the recordings will be used for and how long they will be kept.
- A Spark staff member should attend all live streamed events, in addition to the person running the session to monitor and action inappropriate chat or other behaviours.
- Please be aware that if there are concerns related to a child's or parent's well-being our usual safeguarding responsibilities will still apply.

Appendix 1

Definitions of Regulated Activity

Regulated Activity is work that a barred person may not do.

In summary, with regards to staff working with children, Regulated Activity is work that is:

- i. Unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children;
- ii. Work for a limited range of establishments ('specified places') with opportunity for contact with children, for example, schools, children's homes, children's centres. Not work by supervised volunteers.

Work under (i) or (ii) is Regulated Activity **only** if it is done 'regularly'.

- 'Regularly' means on a frequent or intensive basis, or overnight.
- 'Frequent' means once a week or more.
- 'Intensive' means on four or more days in a 30 day period.
- 'Overnight' means between 2:00– 6:00am.

If work falls out of the above criteria then it would not be classed as requiring a DBS check.

Appendix 2

Definitions of Child Abuse

Child Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects.

Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This situation is commonly described as factitious illness by proxy or Munchausen syndrome by proxy.

Emotional Abuse

The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a 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 cyber bullying), 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.

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 or non-penetrative acts. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

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 carer 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);
- Ensure access to appropriate medical care or treatment;
- Provide suitable education.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Effects of Abuse

Without appropriate intervention and treatment, the sustained abuse or neglect of children physically, emotionally or sexually is likely to have major long-term effects on all aspects of the child's health and well-being, such as:

- growth and development,
- own self-image and self-esteem
- difficulties in forming or sustaining close relationships
- getting established in the work force
- developing the attitude and skills necessary to be an affective parent

Children may suffer or be at risk of suffering significant harm. Harm may be attributable to:

- ill treatment which may include sexual, physical or emotional abuse or
- the impairment of physical or mental health or
- the impairment of physical, intellectual or behavioural development

This may be the result of:

- a deliberate act by a parent, carer or other adult or child
- a failure to act or to provide proper care
- or both of these

How is harm deemed to be 'significant'?

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the extent of premeditation, degree of threat and coercion, sadism, and bizarre or unusual elements in child abuse.

Each of these elements has been associated with more severe effects on the child and / or relatively greater difficulty in helping the child overcome the adverse impact of the ill-treatment.

Sometimes, a single traumatic event may constitute significant harm (e.g. violent assault, poisoning or suffocation).

More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case it is necessary to consider any ill-treatment alongside the family's strengths and supports.

It is important to always take account of the child's reactions, and his or her perceptions, according to the child's age and understanding.

Minor shortcomings in health care or minor deficits in physical, psychological or social development should not require compulsory intervention unless cumulatively they are having or are likely to have, serious and lasting effects upon a child.

Sources: ITC, NSPCC, Department of Health 'Working Together to Safeguard Children'; ACE 'Keeping arts safe'

Appendix 3

Basic Information on who abuses & barriers to implementing procedures

Who abuses?

- you cannot tell by looking at a person whether they are an abuser – they do not appear different from the rest of society
- abusers come from all classes of society, all professions, ages and backgrounds
- abuse of children may sometimes be carried out by strangers, but it is much more common that the abuser is known to the child and is in a position of trust and / or authority
- it is not only adults who abuse children – children may suffer abuse from other children and young people

Barriers to implementing procedures

Adults:

- finding it hard to believe what we are hearing – shock, disbelief, fear or denial
- not being able to believe that the suspicion is about someone they know
- the fear of 'getting it wrong' and the consequences for the child, family and themselves
- worrying about making it worse for the child
- believing that services are stigmatised
- not wanting to be involved
- not having the information of what to do or who to contact

Children:

- being scared because they feel / have been threatened
- believing they will be taken away from home
- believing they are to blame
- thinking it happens to all children
- feeling embarrassed
- feeling guilty
- not wanting the abuser to get into trouble
- having communication or learning difficulties
- not having the vocabulary for what happened
- being afraid they won't be believed
- believing they have 'told' (maybe by dropping hints) and haven't been believed, so 'what's the point in trying again'

General:

- disability: children with a disability are known to be particularly vulnerable due to dependency on others, communication issues, isolation, having difficulty in recognising inappropriate behaviour, not being able to physically leave an abuse situation
- racism: evidence suggests ethnic minority families often fail to receive appropriate services from statutory authorities
- religious issues: strong beliefs about redemption and forgiveness can mark abusers
- and many others (the above summary is just citing the main / most common barriers).

Appendix 4

Job Description for Designated Safeguarding Lead Role

The role of the Designated Safeguarding Lead is, in close liaison with the Senior Management and Trustees, to lead on day to day child protection procedures.

Their responsibilities are to:

- a) Take a lead role in developing and reviewing the organisation's safeguarding and child protection policies and procedures.
- b) Take a lead role in implementing the organisation's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in the organisation's activities are responded to appropriately.
- c) Make sure that everyone working or volunteering with or for children and young people at The Spark Arts for Children, including the board of trustees, understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.
- d) Make sure children and young people who are involved in activities at The Spark Arts for Children and their parents know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
- e) Receive and record information from anyone who has concerns about a child who takes part in the organisation's activities.
- f) Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with the organisation may present a risk to children or young people. This includes:
 - assessing and clarifying the information
 - making referrals to statutory organisations as appropriate
 - consulting with and informing the relevant members of the organisation's management
 - following the organisation's safeguarding policy and procedures.
- g) Liaise with, pass on information to and receive information from statutory child protection agencies such as:
 - the local authority child protection services
 - the police.This includes making formal referrals to agencies when necessary.
- h) Consult the NSPCC Helpline when support is needed, by calling 0808 800 5000 or emailing help@nspcc.org.uk.
- i) Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
- j) Work closely with the board of trustees and senior safeguarding lead to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.
- k) Report regularly to the board of trustees on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.

- l) Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
- m) Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area.
- n) Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at The Spark Arts for Children.
- o) Attend team meetings, supervision sessions and management meetings as arranged.
- p) Work flexibly as may be required and carry out any other reasonable duties.

The Spark Arts for Children

SAFEGUARDING INCIDENT REPORT FORM

Name of person reporting the incident	
Position or relationship to the child/young person	
Address of the person reporting the incident	
Name of child/young person affected	
Date of Birth of Young Person affected	
Parent/ carer's name and address (if appropriate)	

Date of incident	
Time of incident	
Location of event Contact name / number and address	
Your observations:	

<p>Exactly what the person said and what you said <i>(Remember, do not lead the child – record actual details and make sure to differentiate between fact and opinion. Continue on separate sheet if necessary)</i></p>
<p>Action taken by you so far:</p>

Signature:_____

Date:_____

DSL Report

Name of DSL	
Reported to:	Spark Senior Manager
	Spark Safeguarding Sub-Group
	Partner organisation safeguarding Officer
External agencies contacted	Police LADO LA Social care Other e.g. NSPCC
Action taken	
Follow up required	

Signature:_____

Date:_____

Appendix 6

Live Event Audience Messages

LIVE EVENT STREAMING [PUBLIC]

For events streamed as concerts with audience cameras and mics off.
To be issued to participants on booking and before the start of sessions.

Please Do...

- Find the best place in your home for Wifi signal
- Be respectful of everyone in this session when using the chat.
- Let other people in your household know you are attending a live event

Please Do Not...

- Use your full name or that of your child. First names are fine.
- Leave any under 18s by themselves. Children and young people must be accompanied by an adult at all times.
- use your phone or tablet to record or take any screenshots of this session. The session will not be recorded by the host unless all participants consent.

LIVE EVENT WORKSHOPS [PUBLIC]

For events streamed as workshops with audience cameras and mics on.
To be issued to participants on booking and before the start of sessions.

Please Do...

- Find the best place in your home for Wifi signal
- Make sure there is nothing in sight of your camera that you don't want strangers to see!
- Let other people in your household know you are attending a live event
- Wear appropriate clothing
- Mute your microphone when you are not talking
- Follow the instructions given to you by your hosts
- Keep your camera on unless told otherwise, or you need the camera switched off due to your access requirements.
- Be respectful of everyone in this session.

Please Do Not...

- Use your full name or that of your child.
- Leave any under 18s in the zoom window by themselves. Children and young people must be accompanied by an adult at all times.
- use your phone or tablet to record or take any screenshots of this session. The session will not be recorded by the host unless all participants consent.

Please be aware that if there are concerns related to a child's or parent's well-being our usual safeguarding responsibilities will still apply.

The Spark Arts for Children

Online Safety Agreement

The Spark Arts for Children understands the importance of children and young people being able to use the internet for education and learning. This includes ways of writing, reading, what they watch, games and apps.

We want to support children and young people use the internet within our work. However, we also know that we need to put rules in place to make sure children are always kept safe.

This rules in this letter are part of our bigger set of rules about of how people should behaviour when using the internet for The Spark Arts for Children, this includes children and young people, our staff and volunteers.

If you would like to know more about these, please speak to [\[add name/job title\]](#).

What we need you to do

Young person:

Please read the following rules and speak with your parents/carers and group leader about them.

Parents/carers:

Please read the following rules and speak with your child about them and then:

- Sign the letter
- Ask your child to sign the letter
- Return it to the group leader.

Young person: please read the following agreement and discuss it with your parents/carers and group leader.

Parents/carers: please read and discuss this agreement with your child and then sign it, ask your child to sign it, and return it to the group leader.

If you have any questions or want to talk about it in more detail then please speak to [\[add name/job title\]](#).

The Spark Arts for Children

Online Safety Agreement

PROJECT:

Young Person's Agreement

- I will be responsible for my behaviour when using the internet, including, ways of writing, reading, what I watch, games and apps. This includes the information I look at and the words I use.
- I will not look at, download or upload anything on purpose that could be thought of as offensive or illegal. If I accidentally (without planning to) come across anything like this then I will report it straight away to my teacher or the Workshop Leader.
- I will not send anyone anything that could be thought of as threatening, bullying, offensive or illegal.
- I will not give out any personal information online, such as my name, phone number or address.
- I will not show my passwords to anyone.
- I will not arrange a face-to-face meeting with someone I meet online unless I have discussed this with my parents and/or Teacher and meet them along with a trusted adult.
- If I am worried or upset about anything I see on the internet or any messages that I receive, I know I can talk to **[name]**.
- I know that when I use the internet during my project with The Spark Arts for Children it will be watched, supervised and logged and can be made available to the Teacher / Workshop Leader.
- I understand that these rules are in place to keep me safe and that if I choose not to follow them, The Spark Arts for Children may contact my parents/carers.

Signatures:

We have discussed this online safety agreement and
[child's name] agrees to follow the rules set out above.

Parent/carer signature Date

Young person's signature Date

Please return to **[name]** when signed