



SAFEGUARDING POLICY

Creative Futures (UK) Limited is committed to ensuring a safe and secure environment for all participants in its projects, whether they be adults, children, or those with any disability or vulnerability. This policy will be monitored by the company's nominated Safeguarding Officer, and will be available to all those who participate in its projects.

OVERVIEW: In order to implement the Safeguarding Policy outlined below, we will ensure that:

- All practitioners hold a valid enhanced DBS certificate.
- All practitioners, staff, contractors and volunteers engaged by Creative Futures have read and agree to its "Practitioner Conduct Agreement" which includes further safeguarding and ethical guidance and Part 1 of 'Keeping Children Safe in Education' (DfE).
- All practitioners are recruited in a responsible manner, including asking about past convictions and pending cases, taking up references, following up employment histories, structured interviews with experienced personnel, and verifying identity.
- Practitioners are given the necessary training prior to delivery of projects if their previous experience does not cover relevant areas.
- Projects, and the practitioners and staff leading them, will be supervised and monitored, and any concerns dealt with by the Safeguarding Officer or Designated Safeguarding Lead as soon as they are noted or raised.
- At the project planning stage, all aspects of the participants' abilities and needs will be taken into account, and the full agreement of the participants and/or their carers will be in place before a project starts.
- The environment in which the project or programme takes place will be suitable for the activities involved, and will provide safety, security and privacy; any equipment involved will be given prior approval for its suitability, and any transport arrangements will be made in close collaboration with the participants' carers. All these aspects will link to aspects of the company's Health & Safety policy, and where necessary Risk Assessments for specific projects will be put in place.
- If any person discloses abuse, or suspected abuse, of any sort (emotional, sexual, physical or neglect) this is promptly and appropriately dealt with by the Designated Safeguarding Lead and Safeguarding Officer who will then take up the disclosure with the relevant carers, authorities or agencies (eg social services).
- The company will have in place adequate Public Liability and Employers' Liability insurance.

This policy is reviewed annually at the AGM.

Safeguarding Officer: Julian Knight, Creative Director

Director responsible: Karen Price (Chair)

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Safeguarding procedures

All Creative Futures practitioners, employees, contractors and volunteers have signed up to a Practitioner Conduct Agreement, which sets out detailed safeguarding procedures. As Creative Futures practitioners work directly with children and young people, they have what is referred to as a '*duty of care*' towards them, ie a responsibility to safeguard and promote the welfare of them. Everybody whose work brings them into contact with children and young people, including online, shares this responsibility.

Creative Futures produces a risk assessment for the organisation as well as for each project. These risk assessments are updated regularly.

Every project is delivered with an appropriate ratio of staff to participants.

1. Designated Safeguarding Lead:

Creative Futures has a Designated Safeguarding Lead (DSL) who has completed Level 3 safeguarding training. The Designated Safeguarding Lead is:

Vanessa Stansall (Creative Producer)

In addition, every project is designated a Safeguarding Lead (SL). This will usually be the Creative Futures Creative Producer who is overseeing that project, whose details will be given in the Project Schedule. Any safeguarding concerns or incidents should be reported to the SL immediately, and before leaving the workshop premises, or if the session is delivered online immediately after the session has been completed. The Creative Futures SL will then raise the matter with the Creative Futures DSL, and if necessary report the incident to the DSL of the setting in which the incident took place (e.g. if it is a project in a school or nursery) or directly to the relevant local authority's Access to Children's Services Team (if the project is taking place in a venue which does not have its own DSL, e.g. a hired hall, community centre, or online).

2. Extract from DfE 'Keeping Children Safe in Education'

Below are extracts from the DfE 2016 'Keeping Children Safe in Education' guidance for staff at schools and colleges, some of which have been amended in specific reference to Creative Futures.

Creative Futures requires all employees and contractors to read a minimum of Part 1 of the document, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

N.B. references to 'school and college staff' apply equally to Creative Futures practitioners.

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Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead.

Any staff member who has a concern about a child's welfare should follow the referral processes set out below.

All employees and contractors should have read the following Creative Futures policies:

- Practitioner Conduct Agreement
- Child & Vulnerable Adult Protection Policy; both of which are available from the Creative Futures website: <https://www.creativefuturesuk.com/policy>

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding

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lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Departmental advice "What to do if you are worried a child is being abused- Advice for practitioners" (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides useful additional information on types of abuse and what to look out for.

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. "Reporting child abuse to your local council" (<https://www.gov.uk/report-child-abuse-to-local-council>) directs staff to their local children's social care contact number.

3. Types of Abuse and Neglect (extract from DfE 'Keeping Children Safe in Education')

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or by others including via the internet. They may be abused by an adult or adults or by 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.

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Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

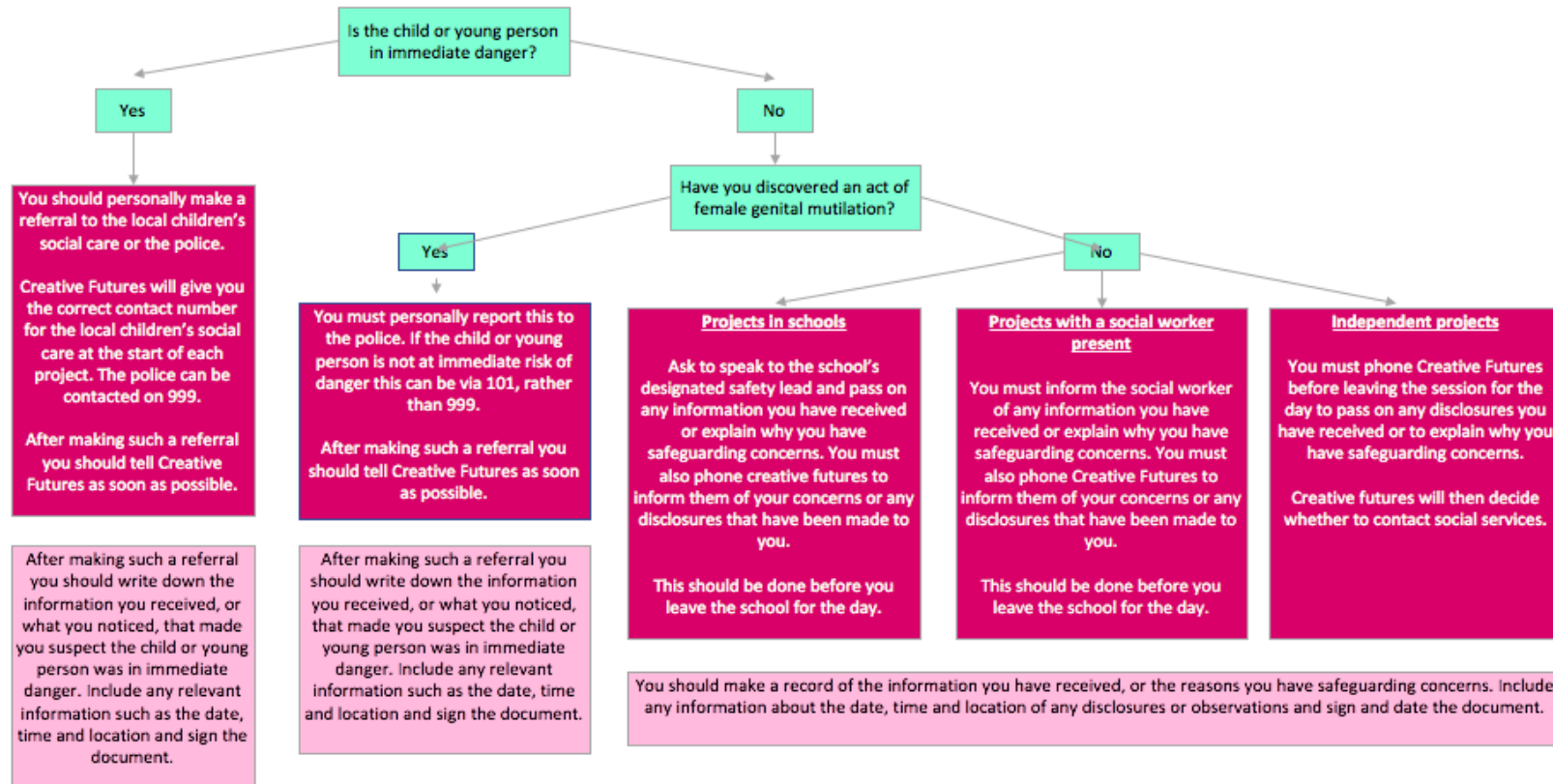
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4. Creative Futures practitioners are required to follow the flow chart below to report any safeguarding concerns.



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The flowchart above gives the full process of safeguarding procedure but it is important to realise that the duty of the employee/contractor/practitioner falls into the first set of boxes (dark red). It is not the duty of the employee/contractor/practitioner to investigate any allegations, or to ascertain the truth of them. Their duty is to pass on any concerns, however slight, to a relevant person (as per the flowchart above) and the matter will then be dealt with accordingly. If concerns have been passed on, the practitioner may well be involved in the subsequent process through discussions and being asked to submit written records, but they will never be in the position to decide whether or not abuse is occurring.

In situations where the employee/contractor/practitioner suspects a child or young person is in immediate danger and contact the police or local children's service, the employee/contractor/practitioner will never be in 'trouble' if it turns out their suspicions were incorrect. The relevant authorities will simply investigate and, if there is no evidence to support the suspicion, will just stop the investigation without further consequence.

Looked After Children: In some Creative Futures projects the employee/contractor/practitioner may be working with children or young people who might be in care (foster homes or children's homes) and may have disclosures which relate to foster parents or members of staff at children's homes. Reporting these allegations or concerns is as important as reporting concerns about staff at schools or colleges.

5. Exceptions:

The only exception to the above flowchart is if you are concerned that someone you are working with, or for, is grooming, radicalising or abusing a child or young person.

If you suspect a teacher, or the designated safeguarding lead, at the school you are working with is a safeguarding concern:

You should contact Creative Futures without delay. If you are worried that the children or young people are in immediate danger or risk you can phone the local social services on the number you have been given, or contact the police.

If you suspect a social worker you are working with is a safeguarding concern:

You should contact Creative Futures without delay. If you are worried that the children or young people are in immediate danger or risk you can phone the local social services on the number you have been given, or contact the police.

If you suspect a member of Creative Futures is a safeguarding concern:

If you have concerns about the behaviour of another Creative Futures practitioner you should contact the Creative Producer, Vanessa Stansall.

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If you have concerns about the behaviour of Vanessa Stansall you should contact the Creative Director, Julian Knight.

If you have concerns about Julian Knight, you should contact the Chair of the Board of Trustees, Karen Price.

If you have concerns about several of the above, or you do not feel able to discuss your concerns with another member of Creative Futures you should contact the Westminster council children's social care team on **0207 641 4000** or **0207 641 6000 (out of hours)** or, alternatively, you can phone the NSPCC whistleblowing helpline on 0800 028 0285 8am-8pm, Monday to Friday for guidance.

6. The Prevent Duty

From 2015 all people working with children and young people have been required to act 'with due regard to the need to prevent people from being drawn into terrorism'. This is known as 'The Prevent Duty'. In essence it means that you need to report anyone that is at risk of radicalisation. Radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'.

There is no single way to identify children and young people that are at risk of being radicalised but there are certain factors that can make some children and young people vulnerable to it. These include:

1. Feelings of loss, bereavement, social isolation and confusion over identity
2. Experience of discrimination, inequality or harassment leading to a sense of grievance
3. Family breakdown or community tensions
4. Having family members or friends who are already radicalised.

(Source: Camden Safeguarding Children's Board)

If you suspect a child is at risk of radicalisation then, as with any other safeguarding concern, you should follow the flowchart provided on page 10.

It is important to understand:

- that the purpose of the Prevent Duty is not to prevent children and young children having a diverse range of beliefs, or to discourage discussion of current affairs.
- that extremist groups can purport to be of any religion or may be non-religious.

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- the Channel programme set up to help radicalised children and young people is entirely voluntary (for more information see page 20 of *Keeping children safe in education*)

A free e-learning course is available: <https://www.elearning.prevent.homeoffice.gov.uk/>

Additional guidance on the delivery of sessions online

All aspects of safeguarding mentioned above also apply to the delivery of sessions and programmes online. The following additional safeguards should also be put in place:

- For interactive sessions, a booking system and 'waiting room' should be used to ensure that those attending are known to the host, that entry to the session is controlled, and that where possible the room is 'locked' once all participants are present.
- Practitioners delivering sessions online should ensure they are dressed appropriately, do not enable personal information to be visible, and that the camera view contains no inappropriate imagery and has, where possible, a neutral background.
- Session hosts must ensure permission is granted before sharing any contact details or personal information of any adults in the session, and must not share or disclose the contact details of children or young people to anyone within or outside the session.
- Session hosts must ensure that all present give their prior permission before a session or any part of it is filmed or recorded.

Guidance on Physical Contact with Children & Young People

Creative Futures also provides the following guidance for its practitioners regarding physical contact.

1. Physical contact:

There may be times when it is legitimate for Creative Futures practitioners to have physical contact with participants as an appropriate part of the Creative Futures programme. Examples of appropriate physical contact may include helping participants to hold an instrument correctly, helping participants perfect a gesture or pose in a theatrical project, or taking a cast of a participants' hand or face. A 'no touch' policy is therefore impractical, and therefore practitioners are asked to use their professional judgement at all times. It is unlikely that appropriate physical contact would include touching any areas other than the feet/hands/arms/shoulders or head on

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the participant and it is equally unlikely that it would be appropriate for practitioners to use anything other than their hands, arms or feet to make this contact. Contact should always be done with the participant's consent. Practitioners will monitor participants for their ongoing assent and be attentive to non-verbal indicators.

2. Physical intervention:

Occasionally it may be necessary for practitioners to physically intervene to prevent a participant committing a criminal offence, injuring others or themselves, or causing damage to property. Practitioners are protected under the common law rights detailed in the 1998 DfES guidelines in these incidences, provided the guidelines below are followed. Practitioners are reminded that adults are often significantly stronger than minors and should therefore be mindful to use the minimum physical intervention possible. If physical intervention has been used the incident and subsequent actions should be documented and reported to the Designated Safeguarding Lead for the project (detailed in every project Schedule).

Guidelines for physical intervention

Types of force:

- Coming physically between participants
- Blocking a participant's exit or path
- Guiding a participant by the hand or arm
- Pushing or pulling a participant out of danger
- A restrictive hold to prevent harm to the participant or another person

In all cases, physically intervention should only be used as a last resort.

It would never be appropriate to:

- Hold the neck or clothing of a participant in such a way that it might prevent or restrict breathing
- Slap a participant
- Punch or kick a participant
- Force or twist limbs or the head against a joint, for example using an arm-lock
- Trip or cause a participant to fall
- Grab a participant by the hair
- Hold a participant face down on the ground
- Any physical intervention that could be misconstrued as indecent

Practitioners are reminded that whilst they have a duty of care to their participants, they also have a duty of care to themselves and can legitimately decide not to physically intervene if they risk significant harm to themselves by doing so.

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