Updated: March 2025

Due for review: March 2026

Rowena Scotney Teaching and Creativity Workshops - Safeguarding Policy

Aim of Policy

Safeguarding and child safety are of paramount importance to **Rowena Scotney Teaching and Creativity Workshops**. We aim to create environments in which children and young people are safe. This policy covers anyone under the age of 18 years old.

The aim of this policy is to outline clearly the processes through which myself and members of staff, volunteers and freelance contractors can keep children and young people safe.

Introduction

Children and young people have the right to be physically, emotionally and sexually safe. They have the right to be safe from radicalisation and being drawn into violent extremism and terrorism. **Rowena Scotney Teaching and Creativity Workshops** will therefore:

1. Take all reasonable measures to ensure that risks of harm to children's welfare are minimised

and

2. Take all appropriate actions to address concerns about the welfare of a child, or children.

The measures that we take to meet these commitments include ensuring a careful recruitment and selection process for any volunteers and helpers, ongoing supervision and monitoring arrangements and guidance on appropriate behaviour. We will ensure that health and safety procedures are followed and that appropriate insurance cover is in place. Any suspicion of abuse will be promptly and appropriately responded to. Any concerns will be taken seriously and acted upon appropriately and we will always pay attention to what children and young people say and feel.

Rowena Scotney Teaching and Creativity Workshops will follow the *Working Together to Safeguard Children Guidance (2018)*, and that of our partner schools and community groups.

1) Recruitment and Volunteer help

• All applicants for work that will come into contact with children and young people, whether voluntary or paid, as an employee or contractor, will be asked to provide two references and will be interviewed before the appointment is made. All references will be followed up and kept on file. Checks will be made on any gaps or inconsistencies in employment history

• All appointments will be subject to satisfactory Enhanced Disclosure and Barring Service (DBS) disclosure checks.

• All appointments will be subject to a probationary period and will not be confirmed unless we are confident that the applicants working directly with children can be safely entrusted with children and young people

2) Staff training

• All staff members, freelance contractors, trustees, volunteers and interns will be made familiar with Safeguarding issues and procedures and will be notified of any significant changes to these.

3) Safeguarding by means of good practice

• Individual members of staff, freelance contractors and volunteers will not be left alone with individual children or with small groups (if in a separate room, the door must be left open)

a) School, community or partner settings

• A named supervising adult (school or setting staff) will be identified at the project planning stage. The responsible adult, or a named delegate, should be present during the activity at all times.

• It is not appropriate for staff, freelance contractors, volunteers to be expected to take the role of 'teacher' or 'youth worker' and as such should not be expected to discipline children or young people – this is the role of the supervising adult. However, we would expect our contractors to be consistent in using the behaviour management strategies, rewards and sanctions of individual school settings.

b) On-site at Rowena Scotney Teaching and Creativity Workshops managed property and regular community hall premises.

•. Where the activity is not being delivered in partnership with a school or community group the adult in charge, namely ***Rowena Scotney, is the designated Safeguarding Lead and has the Level 3 training for this - due to be renewed in February 2028.***

Everyone involved with a project has a duty to ensure that the children and young people involved are safe.

4) Contracts and Code of Conduct

All freelance contractors, interns and volunteers who will be in contact with children and young people will be asked to sign a contract or written agreement. As part of this we will:

• strongly advise all contractors to take out their own Public Liability Insurance to at

least £5million in addition to the cover in place by **Rowena Scotney Teaching and Creativity Workshops**

• request that contractors have read, understood and agree to our Safeguarding policy and relevant documents.

• ensure that activities are risk assessed by the project manager and contractor and/or supervising adult prior to the commencement of the work where appropriate, or where requested by the school or community setting. **Risk Assessments will be kept on the project file.**

5) Responding appropriately to suspicions or disclosures of abuse

All members of staff, freelance contractors, trustees and volunteers have a duty to report any concerns relating to the welfare of children and young people. These may include:

- Disclosures from children or young people

- Observations or suspicions of inappropriate conduct towards children or young people

- If there has not been a disclosure from a child but you are worried about behaviour

Reporting suspicions or disclosures of abuse:

a) School settings

If in a school setting then the school's Designated Safeguarding Officer will be the first point of reference.

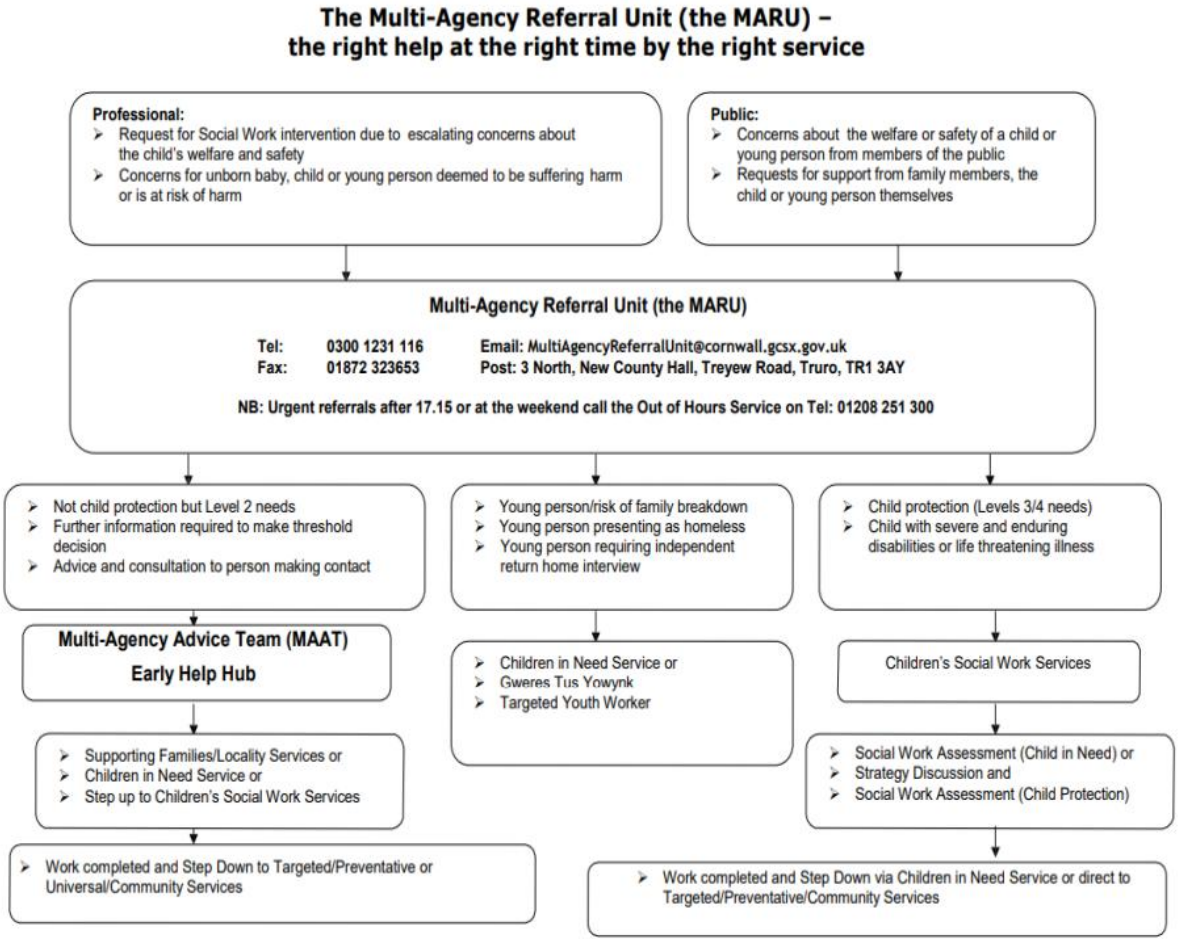
b) Community settings

If in a community setting then the community centre's named Designated Safeguarding Officer will be the first point of reference.

c) **Rowena Scotney Teaching and Creativity Workshops** managed events or projects on own managed property and regular community meeting hall.

The first point of contact will be Rowena Scotney as Designated Safeguarding Lead.

Contacting the Duty Worker at Multi-Agency Referral Unit



All information will be kept confidential.

Staff, freelance contractors, volunteers and interns should not attempt to investigate safeguarding matter as it may compromise any possible legal proceedings. There is a need only to establish sufficient details and information for a decision to be made about making a referral.

Course of action:

If there are any concerns that a child may be at risk of immediate harm, the police should be contacted by dialling 999.

In all other instances, the course of action is as set out above in each situation.

6) Whistle blowing policy

• If you are concerned that a professional might be involved in abuse it is important that you take action and consult Rowena Scotney as the first point of action. Please also see **Rowena Scotney Teaching and Creativity Workshops'** separate Whistleblowing Policy.

7) Keeping records

• Records will be kept of times/dates that adults work.

• An accident book will be kept to record any injuries that occur on any on-site visits

• Records relating to safeguarding should be kept for 7 years after **Rowena Scotney Teacher and Creativity Workshops'** last contact with the child and their family.

• Up to date information will be kept on all adults working with vulnerable adults and/or children through the organisation. This will include the current address, references,

DBS information and disclosures of individuals. Personal data will be kept in line with our Privacy Policy.

• Records regarding concerns about adults' harmful behaviour towards children will be kept for up to 10 years and passed on to relevant safeguarding bodies.

APPENDIX A

RESPONDING TO A DISCLOSURE - CHECKLIST

DO

Listen carefully and take an allegation seriously

Stay calm

Reassure the person

Explain what you will do next

Report to the Designated Safeguarding Officer (School, Community and

Rowena Scotney Teacher and Creativity Workshops)

In an emergency, call the Police by dialing 999

Record everything the child has told you or what you have observed – in detail and immediately (see RECORDING below)

DON'T

"Go it alone"

Appear shocked or angry

Try to obtain more information than is necessary

Make comments or judgments

Contaminate the evidence

Promise to keep secrets (the information must be shared)

Give sweeping assurances

Confront the abuser

RECORDING

Brief and immediate

Identify fact and opinion

Record date, time, situation

Who else was present

Who said what/Observations

Use child's own words

Be clear and specific

Action Taken (Even if No action)

Data Protection:

- Record adequate and relevant information
- Be accurate
- Keep to a first hand account
- Hold information securely

APPENDIX B

SAFEGUARDING INCIDENT REPORT FORM

Name of person disclosing:

Project:

Project location / venue:

Contact details for person disclosing (when not held by school or community setting):

Briefly describe what happened (include times and dates):

Names and contacts of witnesses:

Name of person completing form:

Date:

Name of Manager responsible for investigation (Designated Safeguarding Officer):

Date:

Action taken:

A copy of this report MUST be given to the Designated Safeguarding Officer (school or community setting)

APPENDIX C

CODE OF CONDUCT

Artists, volunteers, freelancers, staff are requested to read, understand and comply with this Code of Conduct:

Conduct with Children and Young People

• Read the this Safeguarding Policy and be aware of who the designated member of staff for Safeguarding is within the school/setting.

• You are not expected to be solely responsible for managing behaviour; ensure that a supervising adult is present at all times.

• Use appropriate language and behaviour with and in front of student.

• Physical contact with students is prohibited unless overseen by a supervising adult and is essential to the delivery of the workshop for health and safety reasons.

• Never give a student a lift in your vehicle.

• Never communicate with a child or young person using personal phones.

• If you feel any way uncomfortable about the behaviour of a student please discuss this with the supervising adult.

Photographs and Moving Images

• Photographs or moving images should only be captured in the presence of the school/setting supervising adult. Please check if any individuals are not allowed to be photographed.

• Images containing recognisable faces must be deleted from all devices once shared with Rowena Scotney Teacher and Creativity Workshops.

Conduct with other Adults (including freelance contractors and school/setting staff)

• Know who the supervising adult is when working directly with students.

• Ensure that you and all other adults know your specific roles and responsibilities.

• Be professional and treat other adults with respect.

• Agree the use of school/setting and personal equipment and materials in advance.

Buildings and workspaces

• Please sign in and out of the premises where requested.

• Please wear a visitors badge at all times where requested.

• Be aware of where emergency exits are and procedures for evacuation.

• Report any breakages or accidents to the supervising adult.

• Any equipment or work in progress that needs to be stored on premises during the project must be highlighted to all staff and appropriate arrangements made.

• Drive with extra caution on school/setting premises (where applicable).

• Do not obstruct emergency exits – even temporarily.

• Check with reception where you can unload and park (where applicable).

• Always use staff toilets and rooms.

• Do not smoke on school/setting premises or when with a group of students.

General

• Value and respect different racial origins, special needs, sexual orientations, genders, religions, socio-economic backgrounds and cultures.

• Do not promote your own political or religious beliefs.

• Be aware of how your online activity or social media presence may be perceived from a professional perspective, or if seen by students.

• Consider environmental impact when planning your project. Aim to keep these to a minimum when planning the use of materials, equipment and transport.

• It is recommended you have the hard copy of your DBS certificate with you at all times

• Strive to plan and deliver work that meets the needs of all learners.

APPENDIX D

IMAGE PERMISSION POLICY

Rowena Scotney Teacher and Creativity Workshops may take photographs or capture moving images of children and young people participating in our projects for evaluation, monitoring and promotional purposes.

Rowena Scotney Teacher and Creativity Workshops Policy for using Photographs and Moving Images

✓ The school must give permission for photographs / moving images to be taken. By returning the Client Contract, the school gives permission. Images may be used: in printed publications; online; on social media platforms; and via electronic mail.

✓ Images should only be captured in the presence of the school/setting supervising adult (usually the class teacher, parent, member of support staff or youth worker).

✓ Images with recognisable faces must be shared with **Rowena Scotney Teacher and Creativity Workshops** to store as soon as possible and deleted from artists' personal devices. Images containing recognisable faces will typically be kept for a maximum of six years before being destroyed. Any exceptions to this will be agreed in writing with the school / setting.

✓ Images can be used by, **Rowena Scotney Teacher and Creativity Workshops** our funding or press partners. Images that DO NOT contain recognisable faces can also be used by our freelance contractors. Where images are used externally, **Rowena Scotney Teacher and Creativity Workshops** should be credited.

✓ Children's names will not accompany the images. The school/setting name may be credited.

Permission

By agreeing to this Image Permission Policy:

1. School/settings confirm that have obtained the permission of the adult / parent / carer / person with custody of any children or young person who appears in the image.

2. School/settings confirm that they are aware that they have no rights of ownership, copyright or other interest in the images produced.

3. School/settings understand and agree to **Rowena Scotney Teacher and Creativity Workshops** and freelance artists using any images produced for the purposes agreed, as indicated above.

Where a school/setting has any special requirements that differ to this policy it is the responsibility of the organisation to inform **Rowena Scotney Teacher and Creativity Workshops** in a timely fashion so that we can endeavour to support any such requirements.

APPENDIX E

DEFINITIONS OF ABUSE (as contained in Working Together, 2018)

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, 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meets 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

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 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.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It

occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist