



# CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS PROTECTION PROCEDURES AND POLICY

JULY 2017

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## **1. TERMINOLOGY AND CONTEXT**

- 1.1. Child Protection: this is to do with the 10% of all children who are suffering or at risk of suffering from significant harm
- 1.2. Safeguarding: what you do all day every day in your working practice to create a safe environment for children, young people and vulnerable adults
- 1.3. Harm by omission: causing indirect harm by omitting to do something
- 1.4. Harm by commission: directly causing harm by doing something

## **2. DAISI**

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

2.2. Daisi has three strategic objectives:

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

## **3. POLICY STATEMENT**

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

3.2. We believe that:

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

#### **4. POLICY AIMS**

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

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

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

#### **5. PROMOTE GOOD PRACTICE**

5.1. Abuse (emotional, neglect, physical or sexual) can occur within many situations including the home, the school and the arts environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. An artist or Daisy volunteer may have regular contact with young people and should seek to adhere to the highest standards of child and participant protection at all times. This member of staff should be an important link in identifying cases where children or vulnerable adults need protection. All suspicious cases of poor practice should also be reported following the guidelines in Daisy's CVAP Procedures.

#### **6. REVIEW OF POLICY**

6.1. This policy will be reviewed annually by the Daisy trustees, or more often if there is a major change in the organisation or the relevant legislation.

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

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## **1. CODE OF CONDUCT**

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

The term 'child', where used on its own, will include all children and young people under the age of 18. The term 'vulnerable adults' refers to those aged 18 or over who is, or may be, unable to take care of him or herself against significant harm or exploitation.

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

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

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

### **1.1. Your vehicle:**

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

### **1.2. Reception:**

- i) go to Reception to get signed in, you should be given a visitor badge to wear
- ii) make sure you know and follow school procedures and times
- iii) ask where the staff toilets are; never use the children's toilets
- iv) avoid wandering around the school

### **1.3. Conduct around the school:**

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

### **1.4. Conduct with children and vulnerable adults:**

- i) treat all children and vulnerable adults with respect. Don't automatically laugh at something they say to you; they may not have intended it to be funny
- ii) you are not in the school in a disciplinary capacity. Refer to the teacher if there is a disciplinary concern
- iii) never reprimand or shout at a child or vulnerable adult
- iv) give enthusiastic and constructive feedback rather than negative criticism
- v) avoid being left alone with a single child or vulnerable adult and stay within the sight and hearing of others
- vi) do not initiate any physical contact with children or vulnerable adults. It should not be necessary. If the nature of the workshop requires any physical contact this should be discussed with the teachers and participants in advance
- vii) if a child or vulnerable adult initiates physical contact such as approaching you for a hug, deflect them if possible and offer a handshake instead
- viii) do not encourage children to sit on your knee. If a young child wants to sit on your knee, sit beside them as an alternative



- ix) avoid getting involved in issues that arise amongst the children or vulnerable adults. For instance, don't try to physically break up a fight. If an issue does arise, refer to the teacher immediately
- x) if a child or vulnerable adult informs you of a problem, tell a teacher. Don't hang around while the teacher deals with the situation
- xi) if a child or vulnerable adult has an accident the teachers are responsible for administering first aid
- xii) if you are exploring sensitive issues, such as bullying or drugs, children or vulnerable adults could approach you with their problems. Without being dismissive, try to avoid becoming involved. Do not agree to keep the issue secret and encourage them to tell a teacher or parent
- xiii) if something a child or vulnerable adult tells you leads you to suspect that they are being abused, you are obliged to report it to the designated child protection teacher at the school. Also report it, in brief, to Daisy's designated child protection officer, the Director, in accordance with the guidelines set out in Model 4 of this policy
- xiv) maintain professional behaviour at all times

### **1.5. Practices never to be allowed**

You should never:

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

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

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

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

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

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

For touch to be safe it needs to be:

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

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

**Contextual:** Explain why you are going to touch

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

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

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

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

Is the activity appropriate to:

- i) the space
- ii) the gender, physique and maturity of participants

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

### **1.8. Health and Safety**

- i) staff are expected to promote health and safety considerations to children and other participants
- ii) all staff agree to work in accordance with Daisi's policy on health and safety and to work without causing danger to themselves, to other staff or to the general public
- iii) risk assessment must be a part of planning any project and take into account all aspects of the project, but particularly any risks relating to protection of children, young people and vulnerable adults. Risk management must be an ongoing part of every project, not just a consideration at the outset

### **1.9. Accidents and injuries**

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

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

### **1.10. Use of images: photographs and video**

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

- i) schools will be asked to give their permission for images to be taken
- ii) schools must give prior written permission for the use of any images *See attached Daisi Image Permission Form (Model 1)*

- iii) children's names will not accompany images unless they are, for example, prize-winners or members of a troupe e.g. Devon Youth Theatre, and we have the permission of either their parent or school
- iv) all images must as soon as possible be transferred off all mobile devices and thereafter stored digitally on a desktop computer or in hard copy storage, located within Daisi's head office, and all other records and copies of such images must be deleted. All artists and volunteers working with Daisi on a given project shall no later than five days after the conclusion of the project provide his or her contact at Daisi with all images via a secure means (for example, a CD/DVD) and then immediately delete all other records of such images
- v) artists working with Daisi may wish to retain a copy of some of the images that they have taken for the purposes of their own professional portfolio and reflective practice. Artists may only do this if the school has given prior written permission via the *Daisi Image Permission Form (Model 1)*
- vi) all images will be kept at Daisi for 5 years and then destroyed

## **2. RECRUITMENT AND TRAINING OF STAFF**

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

### **2.1. Interview and induction:**

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

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

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

## **2.2. Training**

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

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

For Daisi employed staff:

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

For artists and volunteers:

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

They will attend training as is appropriate and proportionate to their role e.g. if they are leading one day of activity this may be a phone or face to face induction into the policy and procedures. They will receive from Daisi signposting to a child protection or safeguarding training session being delivered in the south west, or if their engagement is more long-term their attendance at a training event may be required.

## **2.3. Supervision**

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

### 3. RESPONDING TO ALLEGATIONS OR SUSPICIONS

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

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

If a member of staff was worried about sharing concerns about abuse with a senior colleague, they can contact the MASH (Multi Agency Safeguarding Hub).

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

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

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

#### **3.1. Daisi's designated Officer with responsibility for Child and Vulnerable Adults Protection**

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

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

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

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

### **3.2. Suspicions**

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

### **3.3. If someone discloses to Daisi staff**

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

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

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

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

### **3.4. Rights and confidentiality**

If a complaint or allegation is made against a member of Daisi's staff, they should be made aware of their rights under both employment law and internal disciplinary procedures. This is the responsibility of Daisi's Director. Both the alleged abuser and the person who is thought to have been abused have the right to confidentiality under the Data Protection Act 1998. In criminal law the Crown or other prosecuting authority has to prove guilt and the defendant is presumed innocent until proven guilty.

### **3.5. Internal enquiries and suspension**

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

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

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

In all cases where the accusation of abuse is found to be true, the Disciplinary Committee will normally (and subject always to the circumstances of each given case) terminate the employment, contract or agreement with the individual. A



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

### **3.6. NSPCC Helpline**

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

### **3.7. Action if bullying is suspected**

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

## **4. Daisy's Disclosure and Barring service Policy**

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

- i) employed staff and Daisy registered artists will have an Enhanced Check for Regulated Activity from the DBS which is less than 3 years old and issued by Devon County Council
- ii) if the employed staff or Daisy registered artist is fulfilling this requirement by presenting an existing DBS check (i.e. rather than applying for a new DBS check through Daisy) the original document Enhanced Check for Regulated Activity from the DBS must be presented to Daisy in person along with 2 appropriate identification documents. This existing DBS check must have been issued by DCC or by a known partner organisation
- iii) if the existing DBS check has been issued by a known partner organisation, the issue date must be within 12 months and the artist or staff member will be asked if they have any additional information to declare. This option is at the sole discretion of Daisy. In this situation, the employed staff or registered artist should be informed that some schools and organisations may insist on DCC issued DBS certificates so this will be dependant on the individual project
- iv) Daisy reserves the right, at its own discretion and at any time, to request that the employed staff or Daisy registered artist applies for a new Enhanced Check for Regulated Activity from the DBS through Daisy
- v) the only time when a DBS certificate is not required is in the case of a visiting artist. This would be a specialist artist working on a one-off basis alongside the project's setting staff or the project's Daisy artist, to bring

additional, specialist input into the project (e.g. a visiting choreographer or a visiting author). The visiting artist will be working under the supervision of the school teacher and/or Daisi artist at all times. If this visiting artist does not hold a DBS Daisi must inform the school (or the parents and Daisi host artist), in writing, prior to the work taking place, giving the school / parents the option to not proceed with the work

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

For Daisi registered artists who are already in possession of 1 or more DBS check certificates not issued by DCC from checks carried out for other elements of their portfolio of work and are subscribed to the Update Service:

- i) this option applies only to artists who are already Daisi registered and at the time that they make a portability request have a strong and recent connection to Daisi
- ii) applying this option is solely at Daisi's discretion
- iii) the existing check must be an Enhanced Check for Regulated Activity from the DBS
- iv) the existing check must be for the same client group, i.e. it must have been obtained for work with children and young people (rather than for adult care, for example)
- v) the existing check must have included a check of the correct barred list for the client group
- vi) the original DBS certificate must be seen together with 2 appropriate identification documents

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

Please print your name

\_\_\_\_\_

Today's date \_\_\_\_\_

Your signature \_\_\_\_\_

## Model 1 - Daisi Image Permission Form

School: \_\_\_\_\_

Project name/description: \_\_\_\_\_

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

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

- i) schools must give written permission before Daisi can use any images
- ii) children's names will not accompany photographs unless they are prize winners or members of a troupe e.g. Devon Youth Theatre, and we have written permission for this
- iii) images will be kept for 5 years and then destroyed and not used again

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

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

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

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

Signature of Headteacher / project teacher

\_\_\_\_\_

Print name

\_\_\_\_\_

Date \_\_\_\_\_

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

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

Daisi Designated Child and Vulnerable Adults Protection Officer:

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

Daisi Designated Deputy Child and Vulnerable Adults Protection Officer:

Name: Ruth Cohen  
Job: Project Manager at Daisi  
Address & Tel: as above

Appropriate contacts outside Daisi:

Local authority: Multi-Agency Safeguarding Hub (MASH)

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

Name: Simon Holmes  
Job: Operations Manager  
Address: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS  
Telephone no: 0345 155 1071 (9am-5pm, Monday to Friday)  
Email: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)  
Website: <http://www.devon.gov.uk/index/childrenfamilies/childprotection/mash.htm>

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

Social Care Emergency Duty Team in Devon

Telephone no: 0845 600 388

Devon Safeguarding Children Board (DSCB)

The Devon Safeguarding Children Board has the responsibility for coordinating and scrutinising the effectiveness of services being delivered to children and young people across Devon.

Name: Alan Wooderson  
Job: Independent chair of DSCB  
Website: <http://www.dscb.info/>

NSPCC Child Protection Helpline: 0808 800 5000

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

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

Remember:

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

The task of the person who first encounters a case of alleged or suspected abuse is to take responsibility for what you see or hear by observing the above procedures, documenting it and passing the information on to your SDO (Senior Designated Child and Vulnerable Adults Protection Officer).

**Model 4 – Checklist for reporting suspected abuse**

Name of child/young person/vulnerable adult:

Age:

Home address and home number (if known):

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

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

Any physical signs? Behavioural signs? Indirect signs?

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

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

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

Have you consulted anybody else? Give details.

Your name and role

To whom reported and date of reporting

Your signature ..... Today's date .....

## DOCUMENT CONTROL SHEET

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