

# Bradford Arts Centre

## SAFEGUARDING POLICY

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## 1. Introduction

### 1.1. About Bradford Arts Centre

Bradford Arts Centre is a performance space, meeting place and creative home that spotlights the city's brilliant culture, set in the historic heart of Bradford City centre.

We're here for everyone. Whether you're taking time out, exploring your creativity, developing new work, or seeing exceptional South Asian dance and contemporary performance – Bradford Arts Centre is a space for you.

### 1.2. Bradford Arts Centre's work with children and young people (CYP)

Bradford Arts Centre works with children and young people (CYP) in several ways. Whether it's through our education programme, classes or community work. Bradford Arts Centre is a welcoming, inclusive and accessible space for everyone.

## 2. Policy Statement

Bradford Arts Centre is committed to ensuring that everyone involved in its work feels safe while working, or while receiving our services. The welfare and happiness of all participants in Bradford Arts Centre's work is paramount, and we take seriously our responsibility to safeguard and protect our participants from abuse.

This Safeguarding Policy aims to ensure that all members of staff, practitioners, volunteers and trustees understand and are confident in organisational child protection procedures, their safeguarding responsibilities, and their own good practice when working with children, young people and/or adults.

Bradford Arts Centre aims to create an open and safe environment for participants which encourages and nurtures creativity, by:

- Valuing, listening to and respecting participants.
- Ensuring that all participants are treated equally and receive equal care and protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

In implementing this Safeguarding Policy, Bradford Arts Centre will:

- Appoint a Safeguarding Lead and a Deputy.
- Appoint a Safeguarding Lead at Board level.
- Adopt child protection practices through the procedures outlined in this document.
- Follow the safer recruitment procedures outlined in this policy.
- Ensure that all staff, practitioners, volunteers, trustees, tenants, children and young people, and parents are aware of Bradford Arts Centre's Safeguarding Policies and their responsibilities in response to safeguarding.
- Develop guidelines which outline good practice for all staff, practitioners, volunteers and trustees when working with children and young people or adults at risk.
- Uphold other organisational procedures which support this Safeguarding Policy, including but not limited to:
  - Health and Safety.
  - Risk assessments.

- Disciplinary procedures.
- Grievance procedures.
- GDPR (General Data Protection Regulation).
- Keep accurate records which are stored safely and securely.
- Ensure effective measures for complaints or whistleblowing are in place.

### 3. Legal Framework

Bradford Arts Centre works in accordance with local guidance from West Yorkshire Consortium Procedures Manual and statutory legislation based on law and guidance that seeks to protect children, namely:

- Children Act 1989.
- Children Act 2004.
- United Convention of the Rights of the Child 1991.
- Police Act 1997 (Part 5, established Criminal Records Bureau).
- Human Rights Act 1998.
- Data Protection Act 1998; amended 2018/ UK GDPR.
- Sexual Offences Act 2003; Criminal law (Sexual Offences) Act 2006.
- Female Genital Mutilation (FGM) Act 2003 (amended by Serious Crime Act 2015).
- The Children and Social Work Act (2017)
- Safeguarding Vulnerable Groups Act 2006.
- Children and Families Act 2014.
- Protection of Freedoms Act 2012 (Part 5, Chapter 3 'Disclosure & Barring Service').
- Counter-terrorism and Security Act 2015 (Section 26 Prevent duty). Updated (2023)
- What to do if you're worried a child is being abused (March 2015).
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2023).
- Safer working Practice Guidance (October 2015).
- Online Safety Act 2023
- Domestic Abuse Act 2021
- The Equality Act 2010
- Keeping Children Safe in Education 2015/2026
- Working Together to Safeguard Children (Department of Education 2024).

Named Persons for Safeguarding at Bradford Arts Centre:

<b>Safeguarding Lead:</b>	<b>Fay Beesley</b>	<b>07507 356 692 / 01274 303340</b>
<b>Deputy Safeguarding Lead:</b>	<b>Mohammed Iftikar</b>	<b>07798 630 228 / 01274 303340</b>
<b>Board Safeguarding Lead:</b>	<b>Sameena Hussain</b>	<b>07930 169 079</b>

## 4. Definitions of Key Terms

### 4.1. Child

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

### 4.2. Young Person

The term 'young person' may be used for teenagers who may not wish to be referred to as a 'child' but is a child (i.e. has not yet reached their eighteenth birthday) nonetheless.

### 4.3. Good Practice

Behaving in an appropriate manner towards children and young people.

### 4.4. Position of Trust

A person in a 'position of trust' is any person (paid or voluntary) who holds the trust of anyone around them. This also includes peer mentors, therefore in some instances a person in a 'position of trust' may be the same age as the child or young person.

## 5. Definitions of Abuse

These definitions of abuse are sourced from the NSPCC (NSPCC.org.uk):

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

and the Metropolitan Police:

<https://www.met.police.uk/advice/advice-and-information/caa/child-abuse/what-is-child-abuse/>

### 5.1. What is Child Abuse?

Child abuse is when anyone under the age of 18 is either being harmed or not properly looked after. Below are the different types of abuse and the warning signs you may notice if someone is being abused.

### 5.2. Physical Abuse

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects, slapping, punching, kicking, shaking, throwing, poisoning, burning, scalding, biting, scratching, breaking bones and drowning.

Signs and symptoms of physical abuse in children can include:

- unexplained recurrent injuries, marks or burns
- covering injuries with clothing even in hot weather
- fear of physical contact and shrinking back if touched.

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

### 5.3. Emotional Abuse

Emotional abuse is any type of abuse that involves continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate, or ignore a child.

Emotional abuse is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Types of emotional abuse includes:

- Humiliating or constantly criticising a child.
- Threatening, shouting at a child, or calling them names.
- Making the child the subject of jokes or using sarcasm to hurt a child.
- blaming and scapegoating.
- making a child perform degrading acts.
- not recognising a child's own individuality or trying to control their lives.
- pushing a child too hard or not recognising their limitations.
- exposing a child to upsetting events or situations, like domestic abuse or drug taking.
- failing to promote a child's social development.
- not allowing them to have friends.
- persistently ignoring them.
- being absent.
- manipulating a child.
- never saying anything kind, expressing positive feelings or congratulating a child on successes.
- never showing any emotions in interactions with a child, also known as emotional neglect.

### 5.4. Sexual Abuse

Sexual abuse is when a child is enticed or forced to take part in sexual activities. This kind of abuse does not always involve a high level of violence and the child may or may not be aware of what is happening.

The abuse may be committed by adult men and women, or by other children/peers.

Examples of sexual abuse are :-

- causing or inciting a child to watch or engage in sexual activities.
- Encouraging a child to behave in sexually inappropriate ways.
- Involving a child in looking at sexual images or videos.
- Involving a child in the production of sexual images or videos.
- Grooming a child in preparation for abuse (including via the internet).

The above are just a few examples.

Another form of sexual abuse is Child Sexual Exploitation (see **5.6**).

### **5.5. Domestic Abuse**

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence, or abuse, between people who are or who have been in a relationship, regardless of gender or sexuality. It can happen between adults related to one another. It can include physical, sexual, psychological, emotional, or financial abuse, and includes controlling, coercing, threatening physical violence, humiliation, and manipulation.

It's important to remember that domestic abuse, can happen inside and outside the home. It can happen over the phone, over the internet and social networking sites. It can happen in any relationship and can continue even after the relationship has ended and both men and women can be abused or abusers.

Domestic abuse can be emotional, physical, sexual, economic, coercive, or psychological, such as:

- kicking, hitting, punching, cutting, or throwing objects.
- rape (including in a relationship).
- controlling finances by withholding money or stopping someone earning.
- controlling behaviour, like telling someone where they can go or what they can wear.
- not letting someone leave the house.
- reading emails, text messages or letters
- threatening to kill someone or harm them.
- threatening to another family member or pet.

### **5.6. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person into sexual or criminal activity.

Those exploiting the child/young person have power over them by virtue of age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) and/or will be to the financial benefit or other advantage (such as increased status) of the facilitator or perpetrator. Violence, coercion, and intimidation are common.

Anybody can be a perpetrator of CSE, no matter their age, gender, or race. The relationship could be framed or viewed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be made to 'find' or coerce others to join groups.

CSE and CCE can take place in person, online or using a combination of both.

### **5.7. Neglect**

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty or without proper clothing, shelter, supervision or health care. This can put children or young people in danger. It can also have a long-term effect on their physical and mental wellbeing.

Neglect can be a lot of different things, which can make it hard to spot. But broadly speaking, there are 4 types of neglect.

- **Physical neglect**  
A child's basic needs, such as food, clothing, or shelter, are not met or they aren't properly supervised or kept safe.
- **Educational neglect**  
A parent doesn't ensure their child is given an education.
- **Emotional neglect**  
A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating, or isolating them.
- **Medical neglect**  
A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem.

#### **5.8. Female Genital Mutilation (FGM)**

FGM is a serious form of child abuse and violence against women and girls, and a violation of human rights. It has been illegal in the UK since 1985 and there is a statutory duty to safeguard children and protect and promote the welfare of all women and girls. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison or both.

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons."

It can leave women and girls traumatised as well as in severe pain, cause difficulties in childbirth, and in some rare cases it can lead to death.

There is no cultural or religious justification for FGM.

#### **5.9. Online Abuse**

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, phones or other internet-enabled devices.

Online Abuse can happen anywhere that allows digital communication such as:

- Social networks.
- Text messages and messaging apps.
- Email and private messaging apps.
- Online chats.
- Online gaming.
- Live streaming sites.

Children and young people can be re-victimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online; this can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online such as bullying/cyberbullying, emotional abuse, sexting (pressure or coercion to create sexual images), sexual abuse or sexual exploitation.

Children and young people can also be groomed online, perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them, this abuse may happen online, or the perpetrator may arrange to meet the child in person with the intention of abusing them.

## 6. Recognising the Signs & Symptoms of Abuse

Possible signs of abuse include:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries or the explanation of the cause of the injury does not seem right.
- Untreated illnesses, infected cuts or physical complaints, to which the carer does not respond.
- The child or young person may directly disclose abuse or describe what appears to be an abusive act.
- Difficulty in making friends.
- Someone else (young person or adult) expresses concern about the welfare of a child or young person.
- Unexplained changes in behaviour and/or communication with others. This may range from withdrawal or passivity to sudden outbursts of temper, aggression or cruelty towards others.
- Unexplained changes in CYP behaviour towards activities and exercises, for example a reluctance to participate or work with others, or a lack of concentration.
- Inappropriate sexual awareness, sexually explicit behaviour or use of language.
- Distrust of adults, particularly those with whom a close relationship would be expected.
- Signs of neglect, which may include dirty skin, body smells, unwashed, uncombed hair or untreated lice; clothing that is dirty, too big or small, or inappropriate for the weather.
- Evidence of eating disorders, depression, self-harm, or suicide attempts.

## 7. Radicalisation of young people

Bradford Arts Centre recognises its responsibility under the Counter-Terrorism and Security Act 2015 (Updated 2023) (specifically, Section 26: Prevent duty) to protect children and young people from radicalisation and extremism.

The UK is currently experiencing a high level of concern around the threat of terrorism and extremism. The risk to young people of being radicalised and drawn into violent and criminal activities by those holding extremist views is of increasing concern.

However, for children and young people, exploring new ideas and questioning the world around them is an important part of growing up which should be encouraged to support their developing understanding of the world. This must be balanced against the need to protect children and young people from harm.

### 7.1. Extremism

As defined in the 2011 Prevent strategy, 'extremism' is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

## 7.2. Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. It can be very difficult to identify. However, signs that may indicate a child is being radicalised include:

- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- Unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

These signs don't necessarily mean a child is being radicalised. It may be normal teenage behaviour, or a sign that something else is wrong, but if you notice any change in a child's behaviour and you are worried talk to Bradford Arts Centre's Safeguarding Lead.

## 8. Safe Recruitment

Bradford Arts Centre is committed to the safe recruitment of staff, freelance practitioners and volunteers, and will ensure that these clear processes for recruitment are put in place:

- Clearly stating our commitment to safeguarding and protecting children when advertising any job role.
- Using an application form to assess a candidate's suitability for any salaried roles, making it easier to receive relevant information about candidates and to compare their experience.
- When recruiting freelance practitioners to work with children and young people, we will always ask for a covering letter, alongside their CV, in which the candidates are asked to describe their experience and suitability for the role.
- Holding face-to-face interviews / workshop auditions, with clear questions or tasks, to assess candidates' ability and experience of working with CYP.
- We will always obtain and check any references and ask specifically about an individual's suitability to work with children and young people.
- Ensuring that all freelance practitioners hold a current Enhanced Disclosure and Barring Service (DBS) Check (within 3 years or updated via the Update Service).
- Obtaining Enhanced DBS checks for any staff members who will be working directly with CYP, or in contact with the public, as part of their normal job role.
- If Bradford Arts Centre wishes to appoint a worker from abroad, it may not be possible to undertake a DBS check. Bradford Arts Centre will investigate whether a criminal record check can be made available from the country the person is moving from, as well as a good conduct certificate and/or regular references from past employers.
- Bradford Arts Centre will annually check that all staff members, volunteers and freelance practitioners DBS are still valid.
- Any freelance practitioner contracted to work with Bradford Arts Centre will be required to demonstrate a good, working knowledge of safeguarding / child protection.
- Any member of staff or freelance practitioner contracted to work with Bradford Arts Centre will be required to read this policy and complete and sign a Safeguarding Declaration that they have read and understand this policy.
- All our staff and volunteers will receive induction training, which should include basic safeguarding awareness. Staff will also undertake additional safeguarding training appropriate to their role and obtain at least a Basic DBS check.

## 9. Planning a Project for Children and/or Young People

When planning a project for CYP, Bradford Arts Centre will take into consideration the factors below to ensure their welfare and safety, and the success of the project:

- Always follow the 'Safer Recruitment' procedures outlined in this policy, even if the candidate in question is known to Bradford Arts Centre or is a member of its staff.
- Ensure that the activity/project is appropriate to the circumstances, age, and ability of the children or young people.
- Where appropriate and possible, involve children or young people in the planning and development of the project (especially for longer term projects).
- Make sure that there are clear aims, objectives, and desired outcomes of which everyone involved in the planning and running of the project are aware.

- Everyone involved in running the project should be aware of their role within it, what is expected from them, and who to report to / who their line manager is. This includes making sure young people are aware of each staff member, freelance practitioner and volunteer's role.
- Carry out appropriate health & safety and risk assessments specifically linked to the project/activity taking place.
- Consider the appropriateness of the venue for the project, factoring in health and safety, accessibility and any other relevant concerns.
- Consider recommended ratios of adult to children and young people by age:

Age of children / young people	No. of adults	No. of children
0 – 2 years	1	3
2 – 3 years	1	4
4 – 8 years	1	6
9 – 12 years	1	8
13 – 18 years	1	10

- Ensure that no children or young people, including school groups, are left without a legally responsible (DBS checked) adult.
- Encourage freelance practitioners working off-site to identify the Designated Safeguarding Lead of the organisation they are visiting (school or community centre, for example) or to whom they are to report any Safeguarding concerns or incidents. If a Safeguarding issue arises, freelance practitioners are to report this to Bradford Arts Centre's Safeguarding Lead and fill out a Bradford Arts Centre report in addition to their discussions with the external organisation.
- If CYP are taking part in a public performances or entertainment Bradford Arts Centre will make sure the correct policies and procedures are in place such as obtaining a BOPA (Body of persons approval) license through the council and correct number of chaperones in place.

## 10. Good Practice Guidelines

It is important that staff, freelance practitioners and volunteers are all confident in working with children and young people. Bradford Arts Centre advocates the following:

### 10.1. Good practice guidelines

- Treat all children and young people with respect and dignity.
- Always work in an open environment, avoiding private/unobserved situations.
- Put the welfare of all children and young people first.
- Build balanced relationships based on mutual trust; act as a good role model.
- Where possible, be aware of any special needs of a CYP prior to working with them; whether due to cultural, religious, physical, emotional or other circumstances, activity must be planned / adapted accordingly.
- Always give enthusiastic, constructive feedback; avoid negative criticism.
- Ensure that if any form of physical contact is required, due to the nature of the work (e.g. dance demonstration or technique), it is provided openly. Children or young people should always be consulted, and their agreement gained – Section 12 'Safe Touch' for full guidelines.

- Unless written permission has been granted by the parent/guardian of a CYP, photographs/videos must not be taken. Bradford Arts Centre must be satisfied that all relevant documentation and permissions have been granted before staff, freelance practitioners and volunteers can take pictures or film.
- Bradford Arts Centre will also ensure that when required children and adults at risk are provided with information on where to get help and advice in relation to abuse, discrimination, bullying or any other matter where they have a concern.
- Ensure visiting organisations and companies are made aware of the Safeguarding Lead and how to contact them, if necessary, on arrival.
- Ensure tenants, community groups or other organisations working with children and young people, and/or adults at risk, at Bradford Arts Centre provide a copy of their risk assessment and their safeguarding policies and procedures.

#### 10.2. A person in a position of trust must never

- Subject a child or young person to physical punishment or threat of such.
- Verbally humiliate a child or young person.
- Engage in rough physical or sexually provocative games or make sexually suggestive comments or jokes, even in jest.
- Permit or engage in any form of inappropriate touching.
- Permit CYP to use inappropriate or offensive language unchallenged.
- Allow allegations of abuse to go unrecorded or not acted upon.
- Do things of a personal nature for a child or young person that they can do for themselves.
- Agree to meet a child or young person on their own.

### 11. Safer Space Agreement

Bradford Arts Centre strives to create a safe and welcoming space in which we prioritise safety, where harmful or marginalising behaviour is not tolerated. Aligning with our Safeguarding policy, Bradford Arts Centre has outlined the standards of behaviour that is expected from all staff, facilitators, and visitors in our Safer Space Agreement.

### 12. Safe Touch

When working with CYP on creative arts projects, especially those involving physical activities like dance and /or drama, the use of touch may be necessary.

For touch to be 'safe touch' it needs to be:

- **Necessary** – demonstration or verbal instruction may not be adequate.
- **Contextual** – make sure the child or young person understands why it is necessary for you to touch them.
- **Permitted** – seek permission / consent from the child or young person.
- **Clear** – be clear when and how you will touch them.

It is important to remember and respect the fact that a child or young person has the right to say no, and to not give their consent.

### 13. How Concerns about CYP Safety can come to light

A member of staff, practitioner or volunteer may become aware of a safeguarding issue in several ways, for example:

- A member of staff, practitioner or volunteer expresses concern that a child or young person is showing signs of abuse.
- A third-party expresses their concern about a child or young person.
- An anonymous allegation is received.
- A child or young person's appearance, behaviour, interactions with others, play, drawing, or statements cause suspicion of abuse.
- A child or young person discloses one or more incidents of alleged abuse against themselves; this could be occurring now or could have occurred some time ago.
- Serious misconduct of a member of staff, practitioner or volunteer towards a child or young person is reported.

### 14. What to do if you receive a Disclosure or are concerned about a child

It is important that any allegations, concerns or disclosures are taken seriously.

Never think that someone else may be dealing with it.

Adopt the processes below:

#### 14.1. If you receive an allegation, disclosure or a concern is raised

- **Receive:** Listen carefully to the child or young person and accept what they are telling you. Encourage them to allow another person to be present.

It is okay to ask questions, but only if you don't understand what is being said. For example, you may want them to clarify something, or you haven't heard them clearly. Never ask leading questions.

- **Reassure:** Stay calm and reassure the child or young person they have done the right thing. However, try not to promise that 'everything will be all right,' as this isn't in your control.

Never promise confidentiality, or that you can keep it secret. In the case of someone inadvertently making a disclosure, you should make them aware that they are making a serious disclosure and emphasise that you won't be able to keep it a secret and explain the steps you will have to take next.

- **React:** Explain what you have to do next (i.e. write a record of the incident and pass this on to the Safeguarding Lead). Do not pass judgement or show you are shocked or disturbed.
- **Record:** The person who receives the allegation or disclosure should record what was said, or what happened, as soon as possible. This must be recorded on Bradford Arts Centre's 'Internal Report Form' (Appendix A). Note of any signs, symptoms, injuries or unusual behaviour, and record any conversations accurately – where possible try to remember exactly what the child or young person said and use their own language and words in your report.

If the child or young person has any visible injuries mark them with an 'X' on the 'Body Map' and annotate the type of injury (e.g. cut, bruise, scald or burn mark). Ensure both the Report Form and Body Map are signed and dated on each page. If you need support with this, contact Bradford Arts Centre's Safeguarding Lead.

#### 14.2. Next steps

- **Support:** Offer support to the child or young person throughout any process that may happen to them and ensure their safety. Also make sure you get support for yourself, through your line manager or the Safeguarding Lead.
- **Notify:** Alert the Safeguarding Lead immediately. If the Safeguarding Lead is unavailable, contact the Deputy Safeguarding Lead and/or Safer Bradford.

If you believe a child or young person is in immediate danger, contact the police on 999 immediately.

It is important to note that you may not receive a direct verbal allegation or disclosure. However, if you or any member of staff, volunteer or practitioner, have any concerns whatsoever about the safety of a child or young person this must be discussed with the Safeguarding Lead in the first instance – never feel discouraged from raising concerns.

- **Consult:** A full consultation with family, parents or legally responsible guardian must be sought by the Safeguarding Lead before referring the disclosure or concern. For further instruction on consulting parents/guardians, seeking consent, and sharing information with external agencies see 'Information Sharing Procedure' (Section 18 of this policy).

### 14.3. Making a referral

The Safeguarding Lead will take action if there is a suspicion a child has been abused or likely to be abused. The Safeguarding Lead should collate available information and clarify the precise details of the allegation or suspicion.

In discussion with others they should decide if the situation reaches the threshold for referral to Social Services. The document detailing how to assess the level of vulnerability, risk and need is currently available at:

<https://www.saferbradford.co.uk/media/0fabac3o/con-10-02-23update.pdf>

(the diagram on page 6 shows the threshold for social services involvement)

**If it does reach the threshold, then an immediate referral should be made on the Safer Bradford web site <https://www.saferbradford.co.uk/>.**

For concerns that do not reach referral threshold an action plan should be produced. This may include actions to monitor the situation, talking to people involved, taking safeguarding/support measures, referral to agencies and any required follow up.

Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made in accordance with these procedures and kept in a secure place.

#### Right of the individual to refer

It is, of course, the right of any individual as a citizen to make a direct referral to Social Services, for example if the individual with the concern has a disagreement with the response of the organisation.

Contact numbers for referrals are as follows :-

- **Safer Bradford** (for advice and referrals) <https://www.saferbradford.co.uk/>
  - *Children's Social Care Practitioners Advice and Referral Line:*  
**01274 433999** (8:30am to 5pm)
  - *Emergency Duty Team:*  
**01274 431 010** (at all other times)
  - *Members of the public call Freephone: 0800 9530966*
- Or make a referral online at <https://ehmportal.bradford.gov.uk/web/portal/pages/home>
- If a concern is about online sexual abuse, you should report this to the *Child Exploitation and Online Protection (CEOP)*:  
<https://www.ceop.police.uk/safety-centre/>
- If you believe a child is at immediate risk of harm contact the Police on 999.

For complete information on the procedures around sharing information and making referrals see 'Information Sharing Procedure' (Section 18).

Additional advice can also be sought through:

- NSPCC 24-hour *National Child Protection Helpline: 0808 800 5000*

## 15. Managing Allegations against Staff

Bradford Arts Centre will ensure any allegations against a member of staff, or the organisation itself, will be dealt with swiftly and in accordance with the procedures below:

- The person to whom the allegation or concern is first reported must:
  - Ensure the child is safe and away from the person against whom the allegation is made.
  - Treat it seriously and keep an open mind. In accordance with Section 14 of this Policy, they should not:
    - Investigate or ask leading questions if seeking clarification.
    - Make assumptions or offer alternative explanations.
    - Promise confidentiality; they should, however, give assurance that the information will only be shared on a 'need to know' basis.
  - Then, as soon as possible, follow the reporting procedures outlined in Section 14 of this Policy.
- The Safeguarding Lead at Bradford Arts Centre should be informed immediately. In the case of an allegation involving that named person, other arrangements should be sought to ensure the matter is dealt with by the named Deputy. In the case of an allegation involving the named Deputy, alternative arrangements should be sought to ensure the matter is dealt with by another member of the Management Team.
- If the allegation or concern raised is regarding the organisation, or the running of the organisation, the Chair of the Board of Trustees and Board Safeguarding Lead should be informed and consulted.
- The Safeguarding Lead or Board Safeguarding Lead should refer to the Safer Bradford website about reporting a concern about an organisation where they may need to make a referral to the Commissioning Team. For more information follow the link: <https://saferbradford.co.uk/report-a-concern>
- The employer should seek advice from the LADO, the Police and/or Children's Social Care Services as appropriate, about how much information should be disclosed to the accused person and complete the relevant form.
- Subject to restrictions on information that can be shared, Bradford Arts Centre should, as soon as possible, inform the person accused about the nature of the allegation, how enquiries will be conducted, and possible outcomes (e.g. disciplinary action, dismissal and/or referral to the DBS/regulatory body).
- Bradford Arts Centre recognises its legal duty, under the Safeguarding Vulnerable Groups Act 2006, to make a referral to the DBS in cases when an employer has dismissed or removed a person from working with children or vulnerable adults (or would or may have done so if the person had not left or resigned) because of concerns over their behaviour towards children.

The Safeguarding Lead, if appropriate, can support the worker during this process, but must not complete the report on their behalf. This report must be made available on request from either the police and/or Children's Social Care.

- Regardless of whether the police and/or Children's Social Care investigation follows, Bradford Arts Centre will ensure internal investigation takes place, with consideration to operation of Disciplinary and Grievance procedures. This may involve immediate suspension and/or ultimate dismissal, dependent on the nature of the incident.
- The Safeguarding Lead should follow up any referral made by Bradford Arts Centre if they do not hear back from Bradford Children's Social Care, LADO or the police.

## 16. Managing Confidential Information

Bradford Arts Centre is committed to managing all confidential information safely and securely, in line with the GDPR (General Data Protection Regulation). Bradford Arts Centre will ensure that children and young people have a right to confidentiality, unless it is considered that they are suffering or could be at risk of abuse or harm.

All personal information held about a child or young person, from contact details to internal child protection reports, will be stored securely in:

- A lockable education cupboard (if held in hard-copy).
- A secure password protected file (if held digitally), only accessible by the Safeguarding Lead, Deputy Safeguarding Lead and SMT.

In addition to information about young people, Bradford Arts Centre keeps a record of DBS details for staff, freelance artists and volunteers in a password protected Excel file.

Should the organisation cease activities, suitable and secure appropriate arrangements will be made for the storage of records.

## 17. Information Sharing

Effective communication and information sharing between agencies is essential to keep children safe and to promote their welfare, outlined below are key guidelines for sharing information about a child or young person:

### 17.1. Always seek consent

The Safeguarding Lead should seek to discuss concerns with the family and, where possible, seek their consent to make a referral; unless this may either delay the referral or place the child at increased likelihood of suffering significant harm.

A decision by any professional/Safeguarding Lead to not seek parental permission before making a referral to Children's Social Care Services must be approved by their manager, recorded and the reasons given. Where a parent has agreed to a referral, this must be recorded and confirmed on the relevant Referral Form.

Where the parent is consulted and refuses to give permission for referral, further advice and approval should be sought from a manager, unless to do so would cause undue delay. The outcome of the consultation should be fully recorded.

### 17.2. Situations where it may be appropriate to share without consent

If, having taken full account of the parent/guardian's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement must be recorded.
- The Children's Social Care Services team should be told that the parent or guardian has withheld their permission.
- The parent or guardian should be contacted by the referring professional to inform them that after considering their wishes, a referral has been made.

### 17.3. What to share

Generally, information may only be shared on a 'need to know' basis.

Ensure that any information shared:

- Is accurate and up-to-date.

- Is adequate for its purpose and should be of appropriate quality to ensure that it can be understood and relied upon.
- Should clearly distinguish between fact and opinion.
- Is necessary and proportionate.
- Must be necessary only for the purpose for which it is shared; the amount of information released should be carefully considered, along with the impact of disclosing information on the subject and any third parties.
- Must be proportionate to the need and level of risk.
- Should be shared only with those people who need to see it.
- Should be shared securely.

More advice on when to share information or make a referral:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children (Working Together to Safeguard Children, 2024).

## 18. Online Safety

Bradford Arts Centre recognises that the online world provides everyone with many opportunities; however, it can also present risks and challenges.

Bradford Arts Centre has a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online.

### 18.1. Keeping everyone safe online

Bradford Arts Centre will ensure the following procedures are in place when working with children and young people online:

- Provide clear and specific directions to staff/volunteers on how to behave online.
- Support and encourage young people using our services to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.
- Support and encourage parents and carers to do what they can to keep their children safe online.
- Develop clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or child/young person.
- Review and update the security of our information systems regularly.
- Ensure that usernames, logins, accounts and passwords are used effectively.
- Provide supervision, support and training for staff/volunteers about online safety.
- Examine and risk-assess any social media platforms and new technologies before they are used with the organisation.
- Ensure all staff and volunteers understand the importance of online safety and what to do if a concern should arise.
- Ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.
- Have safeguards in place to ensure children and young people are safe when using the internet.

### 18.2. Responding to online abuse

If online abuse occurs, Bradford Arts Centre will follow the correct process outlined in Section 14 of this document.

## 19. Responsibilities of the Board of Trustees

Trustees must understand that they are ultimately accountable for all that happens within Bradford Arts Centre, including the implementation of effective child protection and safeguarding procedures, and must take seriously the duties of the Board below:

- Take overall responsibility for child protection and safeguarding at Bradford Arts Centre.
- Appoint a Board Safeguarding Lead with the appropriate knowledge and understanding of safeguarding.
- Understand good safeguarding practice and take responsibility for ensuring that all Bradford Arts Centre staff follow best practice guidance.
- Ensure everyone understands their legal duties and responsibilities.
- Ensure all workers have training to recognise the signs and symptoms of abuse.
- Ensure that all staff have enhanced DBS checks, where appropriate.
- Ensure that Bradford Arts Centre has appropriate organisational policies in place which support this Safeguarding Policy, including but not limited to:
  - Health and Safety.
  - Risk assessments.
  - Disciplinary procedures.
  - Grievance procedures.
  - GDPR (General Data Protection Regulation).

## 20. Distributing and Reviewing this Policy and its Procedures

The following systems will put in place for distributing, displaying and reviewing this Safeguarding Policy:

- The Safeguarding Lead and Management Team will review this policy annually.
- The policy will be approved annually by the Board of Trustees.
- Where possible, Bradford Arts Centre will seek the involvement of parents/carers and young people in developing policies which affect them, in line with best practice.
- The Safeguarding Policy will be shared on request and made available in hard-copy for all staff, parents, children and young people.
- Bradford Arts Centre understands that this Safeguarding Policy is a working document and will need to be managed and updated regularly in line with current guidance, legislation and after any safeguarding incident.
- The Safeguarding Lead will be responsible for managing this document.

**Appendix A: Internal Safeguarding Report Form: SECTION 1**

**CONFIDENTIAL: To be filled in by the person who received the disclosure or concern**

<b>Full Name of Child/Young Person</b> <i>(include nicknames if relevant)</i>			
<b>Gender</b>		<b>Date of Birth</b>	
<b>Address</b>			
<b>Contact Details</b>			
<b>Name of Parent / Guardian / Carer</b> <i>(include contact details)</i>			
<b>Any additional needs of the Child / Young Person</b>			
<b>Details of Disclosure or Concern</b> <i>(include date, time, full names)</i>  <i>Please write as much as you can remember of the incident, including conversations you had with the young person.</i>  <i>It is important that you use the same words the young person used to describe the incident, their feelings or body parts.</i>  <i>See Section 14 of the Safeguarding Policy to help in recording essential details.</i>  <i>(continue on a separate sheet if necessary)</i>			
<b>Venue and Context</b> in which the disclosure took place			

Your Name: \_\_\_\_\_ Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix A: Internal Safeguarding Report Form: SECTION 2**

**CONFIDENTIAL: To be filled in by Safeguarding Lead or Deputy Safeguarding Lead**

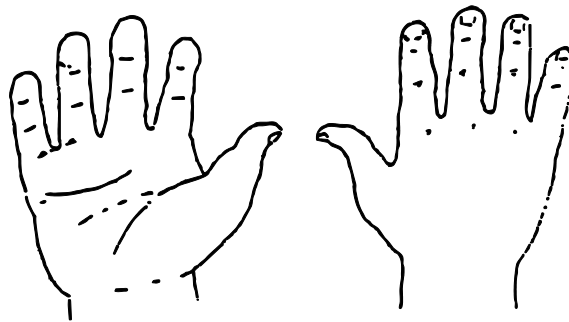
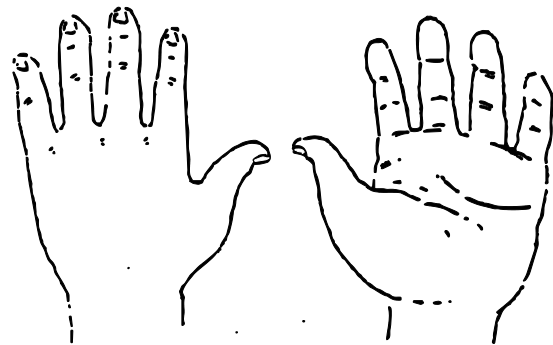
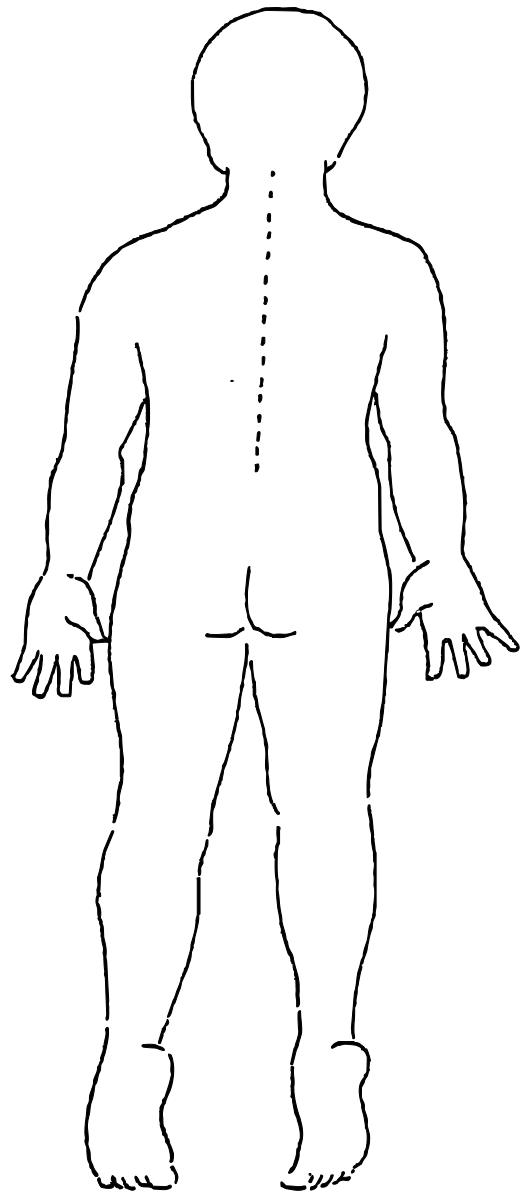
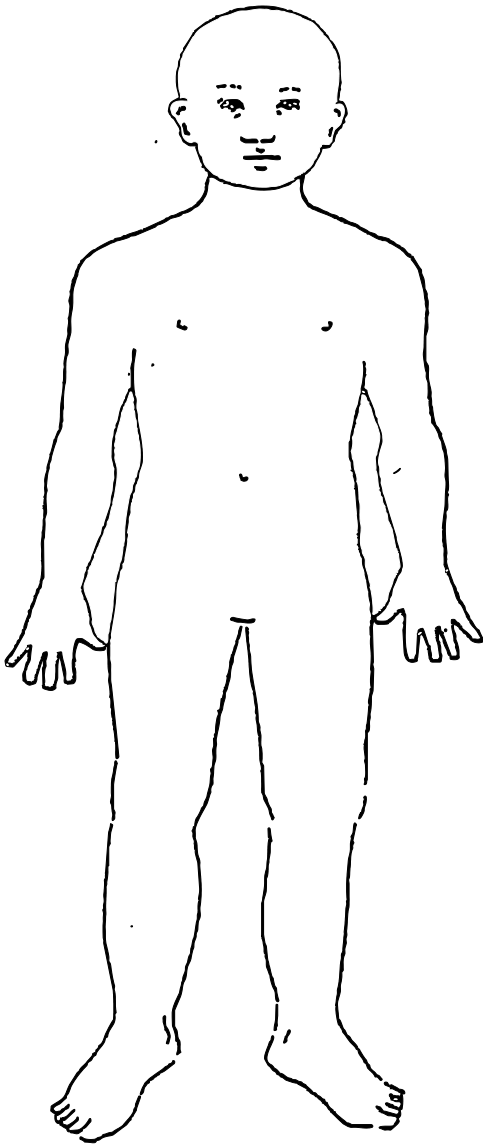
<p><b>Actions Required</b></p> <p><i>Remember: always give a reason why you <u>are</u> or <u>are not</u> referring the case to external agencies</i></p>			
<p><b>Consent Given by Child / Young Person</b></p>	<p>YES   NO</p>	<p><b>Consent Given by Parent / Guardian / Carer</b></p>	<p>YES   NO</p>
<p><b>If consent not given... State clearly reason for overruling the need for consent</b></p>			
<p><b>Which organisations referred to and details of conversations</b></p>			
<p><b>Follow up</b></p>			

Your Name: \_\_\_\_\_ Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix A: Internal Safeguarding Report Form: BODY MAP**

**CONFIDENTIAL:** To note any areas of abuse you think may have occurred.



Your Name: \_\_\_\_\_

Role: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_