



Institutional Safeguarding Policy

A. Forward

1. This document sets out the Arts Educational Schools' (ArtsEd) policies in respect of Safeguarding children and vulnerable groups.
2. This document takes account of the structure of ArtsEd:
 - a co-educational independent vocational school for under 18s (our pupils are aged 11-18 years);
 - a professional conservatoire with two main divisions offering graduate-level degrees and Foundation courses to students mostly aged 18 and over; and
 - a provider of short courses through ArtsEd Extra activities.
3. ArtsEd's policies in respect of Safeguarding children and 'individuals at risk' (including 'adults at risk') are subject to yearly and, as necessary, periodic update and review. The responsibility for this lies with ArtsEd's Safeguarding, Health and Safety Committee and the final approval lies with the Board of Trustees.
4. It is not suggested that these documents will encompass the whole range of policies and guidance that ArtsEd will require, and any guidance on specific Safeguarding and welfare activities will be made available and signposted, as necessary.
5. We invite members of our community to visit us and enjoy our facilities. As such ArtsEd acknowledges that our pupils, students and visitors under the age of 18 and 'individuals at risk' (including 'adults at risk') may have additional needs in relation to their support, Safeguarding and welfare and we encourage **'self-disclosures'** as well as any ****cause for concern disclosures'** to support this.

***Self-disclosure:** is the process of passing on information about yourself and your welfare/wellbeing to a Staff member in order to get support.

****Cause for Concern disclosure:** is when the actions/behaviours of another person give you a reason to worry about their welfare/wellbeing and you pass that information on to a staff member in order to get support for the person.

6. Disclosures relating to pupils in the Day School and Sixth Form (DSSF) can be made using [MYCONCERN® Safeguarding Software | The Safeguarding Company](#)
7. The Safeguarding and Welfare Reporting Tool '[SpeakUp](#)' should be used to make disclosures relating to concerns about:
 - students studying in ArtsEd Higher Education;
 - pupils/students participating in ArtsEd Extra activities;
 - staff members working at ArtsEd (including those carrying out activities on our behalf e.g., Freelancers and Contractors); and/or
 - ArtsEd Board of Trustees.

8. ArtsEd's Safeguarding and Welfare Reporting Tool '[SpeakUp](#)' is available to be able to report a 'concern', an 'incident that has occurred or make a disclosure regarding your own or someone else's safety and wellbeing to staff members with enhanced Safeguarding and welfare responsibilities (i.e., Designated Institutional Safeguarding Lead (DISL), Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs) and/or Designated Safeguarding and Welfare Officers (DSWOs)). [Please click here for our 'SpeakUp' User Guide.](#) All staff members and Trustees are DBS checked at a 'Regulated Activity' level and the appropriate mandatory Safeguarding training is made available to staff and Trustees.
9. This Institutional Safeguarding Policy is divided into various sections which are detailed in the list of content.
10. If you have any queries about Safeguarding and/or the welfare of any pupil, student, staff member, Trustee and/or visitor please contact:

Area of Responsibility	ArtsEd's Designated Safeguarding Lead	Contact Details
Designated Safeguarding Lead (DSL) responsible for matters relating to: <ul style="list-style-type: none"> • Day School • Sixth Form 	Claire Parker-Woods Deputy Head, Day School and Sixth Form (DSSF)	Safeguarding@artsed.co.uk 0208 987 6612
Designated Institutional Safeguarding Lead (DISL) responsible for matters relating to: <ul style="list-style-type: none"> • ArtsEd Extra • ArtsEd's Higher Education Provision • ArtsEd Staff Members (including those acting on our behalf) 	Yewande Akindele Deputy Principal	Safeguarding@artsed.co.uk 0208 987 6684

11. For external support regarding the Safeguarding and/or welfare of any pupil, student, staff member, Trustee and/or visitors please use the details in the table below.
12. **However, in the event of an emergency, including a threat to life, always call the police on 999. If you believe you have information relating to terrorism, please call the Anti-Terrorist Hotline on 0800 789 321.**

Contact Point	Contact Details
SAAM DUTY, Hounslow Designated Officer	02085835730 cpcc-gcsx@hounslow.gcsx.goc.uk
Hounslow Child Protection Line	02085833200/6600 02085832222 (24 hours)
Hounslow Early Help Support	02085832742 earlyhelp@hounslow.gov.uk
First Contact Team (Adult Services)	020 8583 3100
Hounslow LADO	020 8583 3066

Contact Point	Contact Details
Hounslow Prevent Coordinator	07890 540433 najeeb.ahmed@hounslow.gov.uk
Hounslow Prevent Education Officer	07976 721119 Karmjit.Rekhi@hounslow.gov.uk
Hounslow CME Officer Sandra Weir	02085832768 sandra.weir@hounslow.gov.uk
Channel Help Line	020 7340 7264
FE/HE Regional Prevent co-ordinator for London	Jennie Fisher Jennie.fisher@education.gov.uk
NSPCC Whistleblowing Helpline	08000280285
NSPCC National Child Protection Helpline (24hrs)	0800 800 500
Mental Health Team	0300 1234 244
DfE Prevent dedicated phonenumber for non-emergency advice	020 7340 7264
Police Child Abuse Investigation Team	0208 246 1901
Police (Non-Emergency)	101
Local Community Police Support Officer	020 8247 6415
Local community support officers – PC Lee Anne McLean	07900656695
Childline	800 11

13. Also, please note that the three Safeguarding partners identified in [Keeping Children Safe in Education](#) (and defined in the Children Act 2004, as amended by Chapter 2 of the Children and Social Work Act 2017) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. The partners are:

- The local authority (LA);
- A clinical commissioning group for an area within the LA;
- The chief officer of police for a police area in the LA area.

B. Policy Statement

14. The Arts Educational Schools (ArtsEd) is committed to providing a safe environment for children and young people under 18 and ‘individuals at risk’ including ‘adults at risk’ who may be present on site or engaged in the Institution’s activities (including all learners (pupils and students), staff, trustees and individual visitors who access the Institution’s facilities and services). ArtsEd is committed to Safeguarding and promoting the welfare of its children, young people and ‘individuals at risk’ (including ‘adults at risk’) and expects all members of our community including pupils, students, staff and trustees to share this commitment.

15. Everyone at ArtsEd has a responsibility for Safeguarding and protecting the welfare of children, young people and 'individuals at risk' (including 'adults at risk') and this policy applies to all learners who study with us as well as staff members, Trustees and individual visitors who engage with ArtsEd.
16. The Institution recognises that it has a duty to support all learners, staff members and trustees to recognise their responsibilities (through guidance, support and training), minimise risk and avoid situations where abuse or neglect might arise or be alleged.
17. ArtsEd accepts its responsibilities as an employer for providing a safe and healthy study and work environment and as far as is reasonably practicable, for non-employees (i.e., contractors, visitors as well as children and young people who do not study at ArtsEd and members of the public) who use our buildings and the buildings ArtsEd occupy whilst carrying out ArtsEd's duties and those who may be affected by our work, equipment or property.
18. The Institution complies with all statutory health and safety requirements pertaining to non-employees and adopts all other reasonably practicable means to eliminate hazards and reduce any risk to non-employees.
19. In particular, ArtsEd requires that all planned and supervised activities, including non-teaching activities, involving under 18s must be risked assessed by staff members within the [Blue Lemon](#) Health and Safety Application in line with the Institution's Health and Safety Policy.
20. **The Institution requires that this Institutional Safeguarding Policy must be read in conjunction with [ArtsEd's Day School and Sixth Form Safeguarding Policy](#).**
21. The [Day School and Sixth Form Safeguarding Policy](#) should be referred to for more detailed guidance on child protection issues. Although the Policy relates specifically to DSSF, staff in all sections of ArtEd must adopt it in its entirety because all of ArtsEd's staff and members of staff working on ArtsEd's behalf are responsible for Safeguarding. DSSF's Policy outlines the procedures that staff should follow, and guidance on issues related to child protection generally. However, it is not exhaustive. All staff members must, keep the needs and safety of the child at the centre of any decision they make and have a zero-tolerance approach.
22. Where relevant, this **Safeguarding Policy** should also be read in conjunction with the following documents:
 - [Fitness to Study Policy for HE Students](#)
 - [Student Charter](#)
 - [Health and Safety Policy](#)
 - [Lanyard Policy](#)
 - [Student Discipline Policy](#)
 - [Staff Disciplinary Policy and Procedures](#)
 - [Student Sexual Misconduct Policy](#)
 - [Student Substance and Misuse Alcohol Policy](#)
 - [Staff Substance and Alcohol Misuse Policy](#)
 - [Whistleblowing Policy](#)
 - [Staff Code of Conduct](#) and [Staff Handbook](#)
 - [Staff Sexual Misconduct Policy](#)
 - [Equal Opportunities Policy](#)
 - [Bribery, Improper Behaviour and Accountability Policy](#)
 - [Recruitment, Selection and Disclosures Policy](#)

- [Student Complaints procedure](#)
- [Day School and Sixth Form Pupils Complaint Policy](#)
- [Relationship and Sex Education Policy](#)
- [Online Safety Policy](#)
- [Behaviour, Rewards and Sanctions Policy](#)
- [First Aid Policy](#)
- [IT Acceptable Use Policy](#)

*** All staff and students should read the 'Safeguarding Essentials' for the vital information they need to know about Safeguarding at ArtsEd.

C. Institutional Overview

23. As a co-educational independent vocational school for under 18s (our pupils are aged 11-18 years), professional conservatoire with two main divisions offering graduate level degrees and Foundation courses to students mostly aged 18 and over and a provider of short courses through ArtsEd Extra, the Institution is fully aware of its Safeguarding and welfare responsibilities and how its responses must be tailored to the needs of its users and staff as defined by law, and to ensure their protection.

i. Contextualising Safeguarding at ArtsEd

24. The structure of ArtsEd means there are Higher Education (HE) students who are aged 18 and over studying onsite as well as Day School and Sixth Form (DSSF) pupils. The Day School classrooms and studios are secured from the rest of the building by security doors and only pupils and staff from DSSF can access these areas.

25. All staff members including temporary staff, Sixth Form pupils and Higher Education students must carry an identity badge attached to the appropriately colour-coded lanyard and worn around their necks whilst in the building or on ArtsEd designated sites. The lanyard must be fully visible and not obstructed by clothing.

26. In addition, Day School pupils are supervised by staff members when they are in communal areas such as the canteen or foyer and the entire building has CCTV cameras which are monitored by the IT Department. [For lanyards and colour references, please see Appendix 10 of this Policy. Also please refer to ArtsEd's Lanyard Policy.](#)

ii. Institutional Structure

27. ArtsEd offers a comprehensive approach towards Safeguarding children and 'individuals at risk' (including 'adults at risk'). To provide clarity of approach to all at ArtsEd as well as to ensure compliance we maintain an accessible and easily understood organisational Safeguarding structure for Safeguarding and welfare. This, however, does not remove individual responsibility for Safeguarding. Everyone is responsible for Safeguarding at ArtsEd. Please see ArtsEd's 'Safeguarding Committee Reporting Structure' below.

Safeguarding and Welfare Committee Reporting Structure

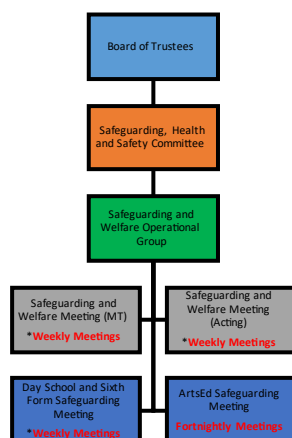


Chart 1: Safeguarding Committee Reporting Structure: *Please note that the Safeguarding, Health and Safety' Committee is currently being established (its members are being constituted and Terms of Reference is being drafted).

28. ArtsEd's Board of Trustees take Safeguarding seriously and ensure that they comply with their duties under Safeguarding and associated legislation. The Board must have regard to Keeping Children Safe in Education 2021 'to ensure that the policies, procedures and training in the school are effective and comply with the law at all times'.
29. The Board of Trustees ensure that the school designates an appropriate senior member of staff (who has status and authority within ArtsEd to carry out their duties, including committing resources and, where appropriate, supporting and directing staff members) to take lead responsibility for child protection and Safeguarding "individuals at risk' (including 'adults at risk'). They ensure sufficient funding, time, supervision and support are given to the Designated Institutional Safeguarding Lead (DISL) and the Designated Safeguarding Lead (DSL) in order for them to carry out their responsibilities effectively.
30. The Board nominates a Trustee as the Designated Safeguarding Trustee (DST) to take senior responsibility for Safeguarding arrangements at Board level.
31. The DST liaises with the local authority and/or partner agencies on issues of Safeguarding including child protection and the Safeguarding of 'individuals at risk' (including 'adults at risk'). In the event of allegations of abuse being made against a Headteacher, Principal and/or any members of the Board of Trustees the DST will liaise with the local authority and/or partner agencies as required.
32. **The Board also:**
 - a. ensures that there is an effective Safeguarding Policy and a [Staff Code of Conduct](#) in place and made available to all staff;
 - b. undertakes annual reviews of the procedures that apply to child protection and Safeguarding of "individuals at risk' (including 'adults at risk'), judging the effectiveness with which the related duties have been discharged;

- c. considers and approves ArtsEd’s Safeguarding Policies annually;
 - d. ensures that appropriate IT filters and monitoring devices are in place at ArtsEd to safeguard pupils and students online;
 - e. considers how its learners (pupils and students) may be taught about safeguarding through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
 - f. ensures there are procedures in place to handle allegations against members of staff and volunteers;
 - g. ensures that the Chair of the Trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher and/or Principal, where appropriate;
 - h. ensures staff know how to make immediate referrals to children’s social care where there is a risk of immediate serious harm to a child and/or adult social care where there is a risk of immediate serious harm to an ‘adult at risk’. Anyone at ArtsEd can make a referral.
- 33.** Key staff with designated Safeguarding and welfare responsibilities are members of the Safeguarding, Health and Safety Committee. The Group meets once a term and may also meet as required in order to monitor, review, discuss, or develop ArtsEd’s work with regards to the Institution delivering its duty of care. The Group is chaired by the DST.
- 34.** All staff with designated Safeguarding responsibilities are members of the Designated Safeguarding and Welfare Operational Group. The Group is chaired by the Deputy Principal and the Group’s Deputy Chair is the Deputy Head of the Day School and Sixth Form. **Please see Appendix 7 for the Terms of Reference for the Designated Safeguarding and Welfare Operational Group.**
- 35.** ArtsEd’s Designated Institutional Safeguarding Lead (DISL), who has overall accountability for Safeguarding children and ‘individuals at risk’ (including ‘adults at risk’), is the Deputy Principal. The DISL carries out a leadership and co-ordination role. In the absence of the Deputy Principal, the Deputy Head of Day School and Sixth Form, who is also the Designated Safeguarding Lead (DSL) for the Day School and Sixth Form will act as the Institutional Safeguarding Lead. **The role description for the DISL can be found at Appendix 1 of this Policy.**
- iii. Reporting Structure for Safeguarding (Day School and Sixth Form)**
- 36.** In the Day School and Sixth Form where staff work primarily with children as part of their roles, a member of staff is nominated to have special responsibility for Safeguarding in their area of charge. This person will be the focal point for Safeguarding issues within that area. This nominated member of staff holds the title Deputy Designated Safeguarding Lead (DDSL). **The role description for the DDSL for the Day School and Sixth Form can be found in ArtsEd’s Day School and Sixth Form Safeguarding Policy. Please click [HERE](#).**
- 37.** The DDSLs in the Day School and Sixth Form report to the Designated Safeguarding Lead (DSL) who is the responsible person for Safeguarding under 18s for the Day School and Sixth Form. **The role description for the DSL for the Day School and Sixth Form can be found in ArtsEd’s Day School and Sixth Form Safeguarding Policy. Please click [HERE](#).**
- iv. Reporting Structure for Safeguarding (ArtsEd Extra)**
- 38.** In ArtsEd Extra where staff work primarily with children as part of their roles, relevant members of staff are nominated to have special responsibility for Safeguarding in their area of charge. These staff members are the focal point for Safeguarding issues within ArtsEd Extra and hold the title Deputy Designated Safeguarding Leads (DDSL). **The role description for the DDSLs for ArtsEd Extra can be found Appendix 2 of this policy.**

39. The DDSLs in ArtsEd Extra report to the Designated Institutional Safeguarding Lead (DISL).
 40. Those working in direct contact with children on a day-to-day basis (i.e., staff involved in teaching and providing pastoral guidance to pupils and students) may come across signs of harm and/or abuse. Staff need to ensure that significant concerns for the wellbeing of a child are reported immediately to the appropriate person (DSL or DDSLs) or the DISL (if DSL/DDSLs are not available).
 41. The DSL, DDSLs and/or DISL will invoke the appropriate procedures to protect the child, involving Social Services and/or the Police as appropriate. In the case of an emergency, please notify the relevant emergency services direct. It is ArstEd's requirement that staff have sufficient information to make direct referrals to children's social care where there is a risk of immediate serious harm to a child and to adult social care where there is a risk of immediate serious harm to a vulnerable adult. Anyone at ArtsEd can make a referral. **To make a referral, please call Hounslow LADO via telephone by calling 020 8583 3066.**
 42. Where a risk is identified to an 'adult at risk' in an area where staff mainly work with children, the DSL and/or DISL must be notified. The DSL and/or DISL will invoke the appropriate procedures to protect the vulnerable adult involving Social Services and/or the Police as appropriate. In the case of an emergency, please notify the relevant emergency services direct. Please note that anyone at ArtsEd can make a referral.
- v. Reporting Structure for Safeguarding (HE and Staff)**
43. In areas (including HE and for Staff) where staff mainly work with those aged 18 and over as part of their roles, members of staff are nominated to have special responsibility for Safeguarding for 'individuals at risk' including 'adults at risk' and for overseeing general welfare matters for staff and students. These staff members are the focal point for Safeguarding issues (including where relevant matters relating to under 18s) within that area of responsibility. These nominated members of staff hold the title Designated Safeguarding and Welfare Officers (DSWOs). **The role description for DSWOs can be found in Appendix 3 of this Policy.**
 44. Where a risk is identified to a child in an area where staff mainly work with adults, the DISL and/or DSL must be notified. The DISL and/or DSL will invoke the appropriate procedures to protect the child involving Social Services and/or the Police as appropriate. In cases of emergency, please notify the emergency services. It is ArstEd's requirement that staff have sufficient information to make direct referrals to children's social care where there is a risk of immediate serious harm to a child and to adult social care where there is a risk of immediate serious harm to a vulnerable adult. Anyone at ArtsEd can make a referral.
 45. **Please see the overview and names of ArtsEd's 'Designated Safeguarding Leads and Designated Safeguarding and Welfare Officers' below.**

Designated Safeguarding Leads & Designated Safeguarding and Welfare Officers

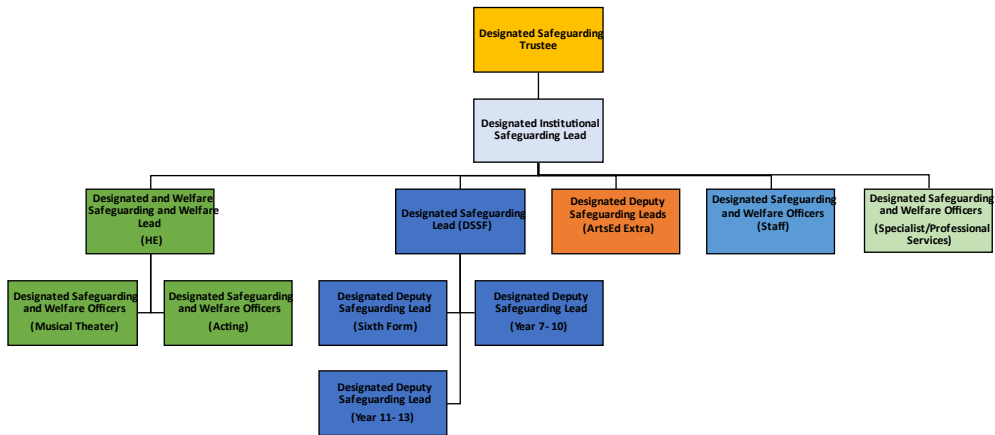


Chart 2: Overview of ‘Designated Safeguarding Leads and Designated Safeguarding and Welfare Officers’ at ArtsEd

Name	Title	Responsible for	School / Department
Board of Trustees			
Diana Maine	Designated Safeguarding Trustee (DST)	Governance and assurance to the Board of Trustees	Trustee Lead
Institutional			
Yewande Akindele	Designated Institutional Safeguarding Lead	Institutional Safeguarding Lead - HE - ArtsEd Extra - Staff	Institutional Lead
Day School and Sixth Form			
Claire Parker- Wood	Designated Safeguarding Lead	- Day School (pupils and staff) - Sixth Form (students and staff) - Institutional Deputy Lead	Day School and Sixth Form Institutional Deputy Lead
Georgina Kent	Deputy Designated Safeguarding Lead	- (Day School: Years 7 – 10)	Day School
Leigh Brennan	Deputy Designated Safeguarding Lead	- (Day School: Years 11 – 13)	Day School
Mark Ferrington	Deputy Designated Safeguarding Lead	Sixth Form	Sixth Form
ArtsEd Extra			
Maame Atuah	Deputy Designated Safeguarding Lead	ArtsEd Extra	ArtsEd Extra
Higher Education Schools			
Tim Whiting	Safeguarding and Welfare Lead	(MT – Lead)	Musical Theatre
Heather Robbins	Safeguarding and Welfare Officer	(MT – Foundation)	Musical Theatre
Dan Bird	Safeguarding and Welfare Officer	(MT - Year 1)	Musical Theatre
Caitlin Stegemoller	Safeguarding and Welfare Officer	(MT – Year 2)	Musical Theatre
Karen Edwards	Safeguarding and Welfare Officer	(MT – Year 3)	Musical Theatre

Name	Title	Responsible for	School / Department
Aundrea Fudge	Safeguarding and Welfare Lead	(Acting – Lead)	Acting
Steven Kavuma	Safeguarding and Welfare Officer	(Acting – Foundation)	Acting
Gabrielle Nimo	Safeguarding and Welfare Officer	(Acting – Year 1)	Acting
Marcus Ellard	Safeguarding and Welfare Officer	(Acting- Year 2)	Acting
Kim Vithana	Safeguarding and Welfare Officer	(Acting- Year 3)	Acting
Heather Hartnett	Safeguarding and Welfare Officer	(Acting- MA)	Acting
Staff			
Sue Sandle	Safeguarding and Welfare Officer	Staff	Cross-institutional
Ekaete Onipinla	Safeguarding and Welfare Officer	Staff	Cross-institutional
Specialist Support			
Fuschia Peters	Safeguarding and Welfare Officer	Student Counselling	Higher Education
David Bumpstead	Safeguarding and Welfare Officer	Admission and Auditions	Admissions (Higher Education)
Simon Robinson	Safeguarding and Welfare Officer	Student Support/Welfare	Higher Education
Nick Granville	Safeguarding and Welfare Officer	Information Technology	Central Services
Frank Daniel	Safeguarding and Welfare Officer	Facilities and Health and Safety	Central Services
Cheryl Jarman	Safeguarding and Welfare Officer	Human Resources	Central Services

Table 1: Staff with Designated Safeguarding Lead and Designated Safeguarding and Welfare Officer roles

- vi. Principal guidance to all staff, including staff members working on behalf of ArtsEd

46. Staff members must demonstrate model behaviour when working with children and/or 'individuals at risk' including 'adults at risk'. This is in order to protect children from abuse, safeguard 'individuals at risk' and protect themselves from false allegations.
47. All staff must read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance annually. Staff are required to sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. This guidance is periodically updated.
48. Any member of staff who is told of an incident or who has a strong suspicion of abuse occurring within ArtsEd, or to a pupil/child at home or outside of ArstEd, **must report it to the DSL and/or DSL immediately**. The DSL and/or DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly by informing the child's Local Safeguarding Children Partnership. **Also, please see (vii) below for the section on 'Managing Reports'.**
49. The following are some common-sense examples of how to create a positive culture and climate. **Good practice and how to minimise risk especially when working with children:**
- a. Maintain a register of children (pupils and students) working with you at any given time;
 - b. Maintain an attitude of 'it could happen here';
 - c. Be alert to the signs of abuse as detailed in this policy and [ArtsEd's Day School and Sixth Form Safeguarding Policy](#);
 - d. Recognise that young people with Special Educational Needs and Disability (SEND) may be more vulnerable to abuse;
 - e. Reassure victims that they are being taken seriously and that they will be supported and kept safe;
 - f. Follow the advice given in this policy in relation to how to handle disclosures;
 - g. Contribute to developing pupils' and students' understanding, awareness and resilience through the curriculum;
 - h. Work in an open environment avoiding private or unobserved situations, encouraging open communication;
 - i. Avoid spending excessive amounts of time alone with children away from others;
 - j. Treat all children and 'individuals at risk' equally and with respect and dignity, regardless of race, disability, religion or belief, gender and/or sexual orientation;
 - k. Always put the welfare of your pupils and students first;
 - l. Maintain a safe and appropriate distance with children and students. (It is not appropriate for staff, students or volunteers to have an intimate relationship with a child);
 - m. Ensure that if any form of manual/physical touching is required, it should be provided openly;
 - n. Involve parents/carers/teachers wherever possible, e.g., by encouraging them to take responsibility for the children in their care, especially in areas such as changing rooms;
 - o. Be an excellent role model – this includes not smoking or drinking alcohol in the company of pupils and/or students;
 - p. Where required give enthusiastic and constructive feedback rather than negative criticism;
 - q. Keep a written record of any injury that occurs, along with the details of any treatment given;
 - r. Attend relevant training courses that ArtsEd provides;

- s. Be aware of the [Early Help](#) process (sometimes known as the common assessment framework) and staff members' role in it, including identifying emerging problems;
 - t. Report any suspected safeguarding cases to the DSL and/or DSL immediately.
50. It is ArtsEd's requirement that staff have sufficient information to make direct referrals to children's social care where there is a risk of immediate serious harm to a child and adult social care where there is a risk of immediate serious harm to a vulnerable adult. Anyone at ArtsEd can make a referral. **To make a referral, please call Hounslow LADO via telephone by calling 020 8583 3066**

vii. **Guidance to Staff on Physical Contact with Pupils/Students**

51. Staff members must be aware of issues related to touching and the ways in which this might be misconstrued. This relates particularly to any sensitive areas of the body. There are times when it is inevitable and/or appropriate for staff to have physical contact with a pupil/student, for example to make physical corrections, but it is crucial that they do so in an appropriate and professional way. Particular care must be taken when making corrections in technique in vocational lessons.
52. Staff members must ensure that any manual/physical support required should be provided openly and in line with the Staff Code of Conduct. Staff members must seek the consent of learners before touch is made and should never touch a pupil and/or student in a way that may be considered indecent.
53. Staff members may legitimately physically intervene to maintain a pupil's and/or student's safety or prevent a pupil or student from committing a criminal offence, injuring themselves or others, or causing damage to property.
54. **For more information about physical contact with pupils/students, please refer to ArtsEd's Day School and Sixth Form Safeguarding Policy. Please click [HERE](#).**

viii. **Managing Reports**

55. Support will be provided by ArtsEd to children and vulnerable groups who disclose that they have been or are being abused or are the victim of other inappropriate behaviour. ArtsEd's DSL/DSL will report incidents to the appropriate authorities as required and this duty will override responsibilities in respect of confidentiality.
56. Where an allegation of abuse or inappropriate behaviour is made against a member of the Board of Trustees, the DSL/DSL in conjunction with the Head of Human Resources will review the matter and set out the next steps which may include invoking the requirements set out in the ArtsEd Whistleblowing Policy.
57. Where an allegation of abuse or inappropriate behaviour is made against a member of staff and relates to their actions as a member of ArtsEd, Human Resources will advise and guide the line manager of the member of staff against whom allegations have been made in relation to staff support and/or disciplinary matters.
58. Where an allegation of abuse or inappropriate behaviour is made against a student and relates to their actions as a member of ArtsEd, the Head of Student Support and Wellbeing Services or nominee will advise and guide the School and/or Chair of the Disciplinary Board in relation to student support and/or disciplinary matters.

59. Where an allegation of abuse or inappropriate behaviour is made against a pupil under the age of 18, please refer to the DSSF Safeguarding Policy and contact the Designated for advice and guidance.
60. Where an allegation of abuse or inappropriate behaviour is made against an independent contractor to ArtsEd, the DSL in conjunction with the Head of Human Resources will review the matter and set out the next steps to take.
61. Where an allegation of abuse or inappropriate behaviour is made against a visitor to ArtsEd, the DSL will review the matter and set out the next steps to take.
62. If the allegations of abuse are about the DSL and/or DSL, the report should be made to the Headteacher and/or Principal.
63. If the allegations of abuse are about the Headteacher (DSSF), the Director of the School of Acting and/or the Director of the School of Musical Theatre a referral should be made to the Principal without informing the Headteacher or the Directors.
64. If the allegations of abuse are about the Principal, then a referral should be made to the Designated Safeguarding Trustee without informing the Principal.
65. In cases of emergencies, please notify the emergency services and also note that anyone at ArtsEd can make a referral.

D. Legal Framework and Definitions

i. Definition (Please see Appendix 9 of this Policy for more definitions)

66. For the purposes of this policy:

a. Child

Section 60 of the Safeguarding Vulnerable Groups Act 2006 defines a Child as “a person who has not attained the age of 18”.

b. Young Person

A Young Person is defined as a person who has not attained the age of eighteen.

c. Adult

An Adult is defined as a person of eighteen years or more. To identify an ‘adult at risk’ consider these three questions;

- Does the adult have need for specific care and support?
- Is the adult experiencing, or at risk of experiencing, abuse or neglect?
- As a result of their support needs, are they unable to protect themselves from the risk of abuse or neglect?

ArtsEd will follow the six safeguarding principles set out in the Care Act 2014:

- **Empowerment:** People are supported and encouraged to make their own decisions and informed consent
- **Prevention:** It is better to act before harm occurs
- **Proportionality:** The least intrusive response appropriate to the risk presented
- **Protection:** To support and protect those in greatest need.
- **Partnership:** Working collaboratively with other agencies
- **Accountability:** To be transparent about, and responsible for, our safeguarding practice

d. Vulnerable Group

A member of a ‘Vulnerable Group’ (also referred to as ‘adults at risk’) is defined as a person aged 18 or over who is, or may be in need of, community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect him or herself against significant harm or exploitation. Those defined to be members of a ‘Vulnerable Group’ are to be treated with the same standard of care as that offered to children and young people.

e. Loco Parentis

‘In loco parentis’ means “in the place of a parent.” (Latin) ArtsEd acts in loco parentis when carrying out its duties in relation to under 18s.

f. Hazard

A Hazard is something with the potential to cause harm (e.g., a moving vehicle).

g. Risk

Risk is the likelihood that a hazard will cause harm (e.g., chance of a child being in collision with a moving vehicle).

h. Control Measure

A Control Measure is a positive action taken to reduce the risk of a hazard causing harm (e.g., adult supervision of children when walking near traffic). For further guidance on the above definition and other definitions please contact ArtsEd's Designated Institutional Safeguarding Lead and/or ArtsEd's Designated Safeguarding Lead

i. Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

j. Abuse

Abuse is a form of maltreatment of a child or 'adults at risk' and may involve inflicting harm or failing to act to prevent harm. Neglect is a form of abuse and is the persistent failure to meet a child's or a vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment affecting health and/or development. The categories of abuse are:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child or an 'individual at risk' including an 'adult at risk'. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/ 'adult at risk'. Signs of possible physical abuse are:
 - a. Unexplained recurrent injuries or burns;
 - b. Fabricated or induced illness;
 - c. Injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns);
 - d. Improbable excuses or refusal to explain injuries;
 - e. Wearing clothes to cover injuries, even in hot weather;
 - f. Refusal to change for vocational lessons;
 - g. Bald patches;
 - h. Running away;
 - i. Fear of medical help or examination;
 - j. Self-destructive tendencies;
 - k. Aggression towards others;
 - l. Fear of physical contact – shrinking back if touched;
 - m. Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study'); and
 - n. Fear of their suspected abuser being contacted.
- **Emotional abuse:** the persistent emotional maltreatment of a child/'individual at risk' including an 'adult at risk' such as to cause severe and adverse effects on their emotional development. It may involve conveying to a child / 'individual at risk' that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It

may include not giving the child / 'individual at risk' 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. These may include interactions that are beyond a child's / 'individual at risk's' developmental capability as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children / 'individuals at risk' frequently to feel frightened or in danger, or the exploitation or corruption of children / 'individuals at risk'. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone. **Signs of possible emotional abuse are:**

- a. Physical, mental and emotional development flags;
 - b. Low self-esteem;
 - c. Sudden speech disorders;
 - d. Continual self-depreciation ('I'm stupid, ugly, worthless, etc.');
 - e. Overreaction to mistakes;
 - f. Extreme fear of any new situation;
 - g. Inappropriate response to pain ('I deserve this');
 - h. Neurotic behaviour (rocking, hair twisting, self-mutilation);
 - i. Running away; and
 - j. Extremes of passivity or aggression.
- **Sexual abuse:** involves forcing or enticing to take part in sexual activities, not necessarily a high level of violence, whether or not they are 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 men. Women can also commit acts of sexual abuse, as can other children. **Signs of possible sexual abuse:**
 - a. Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age;
 - b. Medical problems, such as chronic itching, pain in the genitals, venereal diseases;
 - c. Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
 - d. Personality changes, such as becoming insecure or clingy;
 - e. Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys;
 - f. Sudden loss of appetite or compulsive eating;
 - g. Being isolated or withdrawn;
 - h. Inability to concentrate;
 - i. Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
 - j. Displays sexual knowledge beyond a child's years;
 - k. Overly sexualised behaviour, promiscuity;

- l. Pregnancy, particularly when reluctant to name father;
 - m. Starting to wet again, day or night/nightmares;
 - n. Becomes worried about clothing being removed;
 - o. A child suddenly drawing sexually explicit pictures;
 - p. Drugs, alcohol or solvent abuse; and
 - q. Trying to be 'ultra-good' or perfect, overreacting to criticism.
- **Neglect:** the persistent failure to meet a child's and/or an 'individual at risks' basic physical and/or psychological needs, likely to result in the serious impairment of health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); not protecting from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or denying access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's and/or an 'individual at risks' basic emotional needs. **Signs of possible neglect are:**
 - a. Constant hunger;
 - b. Poor personal hygiene;
 - c. Constant tiredness;
 - d. Poor state of clothing;
 - e. Emaciation;
 - f. Untreated medical problems;
 - g. No social relationships;
 - h. Compulsive scavenging; and
 - i. Destructive tendencies.
- **Peer-on-peer abuse:** this occurs when pupils and/or students abuse their peers. ArtsEd seeks to ensure that abuse is not tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for our learners. This type of abuse can take place inside and outside of ArtsEd and online. Peer-on-peer abuse is most likely to include, but may not be limited to:
 - a. Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
 - b. Abuse in intimate personal relationships between peers;
 - c. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - d. Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - e. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - f. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - g. Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- h. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - i. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
 - j. Where peer on peer abuse takes place online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- **Domestic Abuse:** Domestic abuse and/or violence at home can adversely impact children and 'individuals at risk'. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Older children and young adults may experience domestic abuse and/or violence in their own personal relationships. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on victims.

E. Underlying Principles

i. Whistleblowing

67. In accordance with the Public Interest Disclosure Act 1988, ArtsEd will support and protect any pupils, students, staff members and Trustees who, in good faith and without malicious intent, report suspicions of abuse or concerns against staff members or Trustees and their actions. ArtsEd has a robust system for reporting and handling concerns, including poor or unsafe practices and potential failures in ArtsEd's safeguarding procedures. Reports about any concerns or allegations about the behaviour of colleagues or practices that are likely to put children and/or 'individuals at risk', including 'adults at risk' at risk of abuse or other serious harm should be made to the DSL and/or DSL. Any reports made will be handled with sensitivity. Pupils, students, staff members and Trustees reporting the alleged incident should be assured that they will not face any retribution as a result of their actions.
68. Staff members and Trustees are expected to follow the procedures laid out in this policy as well as the [Day school and Sixth Form Safeguarding Policy](#). Please also refer to the [Whistleblowing Policy](#) for more details. Pupils, students, staff members and Trustees who feel unable to raise their concerns internally should use the **NSPCC's Whistleblowing Helpline 08000280285**.

ii. Early Help

69. Early identification of children who may not be at risk of significant harm but are in need of additional support from one or more agencies is essential. Early help means providing support as soon as a problem arises.
70. If a staff member feels that a child needs additional support, they should record and report their concerns to the DSL and/or DSL. The DSL and/or DSL will decide whether to refer immediately to [Early Help](#) or School Pastoral Support as appropriate. If a decision is made to access Early Help then the safeguarding team will monitor the case and refer should the situation not seem to improve. Hounslow Early Help Support can be contacted via telephone on 0208 583 2742 and/or email: earlyhelp@hounslow.gov.uk

iii. Safer Recruitment

71. All children and vulnerable adults deserve to live in a safe environment that promotes their health and development and is free from abuse, maltreatment and exploitation. ArtsEd through the Safe Recruitment process maintains an environment that ensures staff members, whether paid or voluntary, are suitable for a position working with children and/or vulnerable people. To carry out a safer recruitment process, ArtsEd will:
- a. Inform candidates of the Institution's commitment to Safeguarding those in our care;
 - b. Carefully plan the recruitment process timeline to properly vet each candidate;
 - c. Ensure all interview panels include at least one staff member who has Safer Recruitment in Education accreditation;
 - d. Ensure applicants undergo strict vetting procedures before appointment;
 - e. Carry out pre-employment checks. This includes Enhanced DBS checks, qualification checks, reference checks, identity checks, overseas police checks where relevant, checks with the Teaching Regulations Agency, and Prohibition from Management Checks;

- f. Only confirm employment once all checks are complete;
 - g. Ensure staff members are appropriately trained for their duties commencing with formal Safeguarding Induction training.
72. This is not an exhaustive list of how to carry out a safer recruitment process. For more information, please contact Human Resources by sending an email to hr@artsed.co.uk. Please also refer to the [Safer Recruitment Policy](#) and [Recruitment, Selection and Disclosures Policy](#).

F. Legal Framework

i. Legislation and Statute

73. ArtsEd’s Safeguarding and welfare approach is guided by the legal framework set out below. Any relevant future/new legislation will be included at the first opportunity to do so.

Legislation	Summary
<p>Malicious Communications Act 1988 and The Communications Act 2003</p>	<p>The Malicious Communications Act 1988 and The Communications Act 2003 make it a criminal offence for individuals to send messages which are indecent, grossly offensive or contain threats. A criminal prosecution under this legislation can result in a criminal record, a fine and potentially a prison sentence.</p> <p>An offence of Malicious Communications occurs once the communication is sent and does not have to be received by the intended person. It is the sending and intent of the offender which counts as an offence.</p>
<p>Children Act 1989 (and Amended 2004)</p>	<p>The Act provides a framework for the care and protection of children. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.</p> <p>Local authorities are required to provide services for children in need for the purposes of Safeguarding and promoting their welfare under the Act. Local Authorities undertake assessments of the needs of individual children to determine what services to provide and action to take. For such cases, assessments by a social worker are carried out under section 17 of the Act.</p> <p>Local Authorities, with the help of other organisations as appropriate, also have a duty to make enquiries under section 47 of the Act if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare.</p> <p>Concerns about maltreatment may be the reason for a referral to local authority children's social care or concerns may arise during the course of providing services to the child and family.</p>
<p>The Education Act 1989</p>	<p>The Children Act 1989 allocates duties to local authorities, courts, parents, and other agencies in the UK, to ensure children are safeguarded and their welfare is promoted. It centres on the idea that children are best cared for within their own families; however, it also makes provisions for instances when parents and families do not co-operate with statutory bodies.</p>

Legislation	Summary
	<p>Most notably, the Act:</p> <ul style="list-style-type: none"> reformed the law relating to children. made provision for local authority services for children in need and others. amended the law with respect to children’s homes, community homes, voluntary homes and voluntary organisations. made provision with respect to fostering, child minding and day care for young children and adoption, and for connected purposes.
<p>Protection from Harassment Act 1997</p>	<p>The Protection from Harassment Act 1997 provides protection from harassment in a wide variety of disputes such as, stalking, bullying at work, protection from the media, and libel disputes.</p> <p>Under the act a person must not pursue a course of conduct (a) which amounts to harassment of another, and (b) which they know or ought to know amounts to harassment of the other.</p> <p>It does not apply if the person who pursued it shows (a) that it was pursued for the purpose of preventing or detecting crime (b) that it was pursued under any enactment or rule of law or to comply with any condition or requirement imposed by any person under any such enactment or (c) that in the particular circumstances the pursuit of the course of conduct was reasonable.</p> <p>Under the Act:</p> <ul style="list-style-type: none"> harassment is defined as a persistent and deliberate course of unacceptable and oppressive conduct, targeted at another person, which is calculated to and does cause that person alarm, fear or distress; the behaviour must reach a level of seriousness beyond irritations, annoyances, even a measure of upset, that arise occasionally in everybody’s day-to-day dealings with other people; any course of conduct which causes alarm or distress does not automatically amount to harassment.
<p>Human Rights Act 1998</p>	<p>The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to and the five articles of relevance to Safeguarding are listed below:</p> <ul style="list-style-type: none"> Article 3 – no one shall be subjected to torture or to inhuman or degrading treatment or punishment; Article 5 – the right to liberty and security of person; Article 6 – the right to a fair trial; Article 8 – the right to respect for private and family life;

Legislation	Summary
	<ul style="list-style-type: none"> Article 14 – freedom from discrimination in the enjoyment of Convention rights.
Education Act 2002	<p>The Act places a duty on local authorities, independent schools, maintained schools, further education institutions including sixth form colleges, to carry out their function with a view to Safeguarding and promoting the welfare of children and young people.</p>
Sexual Offences Act 2003	<p>The Sexual Offences Act 2003 (SOA 2003) came into force on 1 May 2004 and repealed most sections of the Sexual Offences Act 1956. It represented ‘a large-scale revision of the law of sexual offences.’ The Act applies to England and Wales only. Scotland is covered by the Sexual Offences (Scotland) Act 2009.</p> <p>The SAO 2003 has redefined and clarified a few terms as well as introduced new types of sexual offences, including widening the definition of rape, providing a revised definition of consent, created new types of sexual offences and offered stronger protection to children.</p>
The Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2003	<p>The Rehabilitation of Offenders Act 1974 was designed to provide a “clean slate” to individuals with a criminal history by giving people with spent convictions and cautions the right not to disclose them to potential employers.</p> <p>An exceptions order was granted in 1975 which gave some employers the right to know about convictions (whether spent or unspent) which may impact on an applicant’s suitability to work in a particular field or to carry out particular work. The exemptions order applies to schools, meaning that roles in schools are “exempt” from the Rehabilitation of Offenders Act 1974.</p> <p>In simple terms this means that schools have a right to know about the criminal history of job applicants and can take this into account when making recruitment decisions. Therefore, it requires an individual to be subject to an ‘Enhanced Disclosure and Barring Service (DBS) Check with Barring’.</p> <p>The Act also outlines when people with criminal convictions can work with children.</p>

Legislation	Summary
<p>Safeguarding Children and Safer Recruitment in Education 2007</p>	<p>Safeguarding Children and Safer Recruitment in Education came into force in 2007. It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for Safeguarding and promoting the welfare of children in education.</p> <ul style="list-style-type: none"> • Schools and Further Education (FE) colleges must keep a single central record detailing a range of checks that have been carried out on their staff (for FE colleges this relates to staff providing education). • All new appointments to the school workforce and new staff providing education at FE colleges who have lived outside the UK are subject to such additional checks as are deemed appropriate where the required CRB Enhanced Disclosure is not considered sufficient to establish suitability to work with children and young people. • Schools and FE colleges (for staff providing education) must satisfy themselves that supply staff have undergone the necessary checks to assess their suitability for the post. • Identity checks must be carried out on all appointments to the school workforce and to the FE college workforce (for staff providing education) before the appointment is made. • Schools and Local Authorities also need to ensure they are satisfied that appropriate checks and child protection procedures are in place for those staff that work with young people outside of the school, e.g., 14-16 years old studying at college as part of their Key Stage 4 studies.
<p>Safeguarding Vulnerable Groups Act 2006 (amended in 2012)</p> <p>(Schedule 4)</p>	<p>The Safeguarding Vulnerable Groups Act 2006 established the Vetting and Barring Scheme and sets out the activities and work which are 'Regulated Activity' which a person who is barred by the Independent Safeguarding Authority must not undertake. The Safeguarding Vulnerable Groups Act 2006 has been amended by the Protection of Freedoms Act 2012. Please also see 'The Protection of Freedoms Act 2012' below. The primary aim of the scheme is to bar individuals from working in situations where evidence suggests that they present a risk of harm, to children or adults.</p>
<p>Equality Act 2010</p>	<p>Equality Act 2010 protects learners and staff members from discrimination on the basis of protected characteristics namely:</p> <ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation

Legislation	Summary
	<p>The Act reinforces key aspects of Safeguarding such as the need to eliminate 'bullying and harassment and tackling discrimination as well as foster good relations amongst those with 'protected characteristics' and those without 'protected characteristics'. The Act can help regulate how Safeguarding policy and practice is implemented.</p>
<p>The Protection of Freedoms Act 2012</p>	<p>The Protection of Freedoms Act 2012 made provision for the introduction of the Disclosure and Barring Service [DBS] and amended the Safeguarding Vulnerable Groups Act 2006 (in terms of the scope of the vetting and barring scheme). It further amended the system of criminal records. ArtsEd continues to:</p> <ul style="list-style-type: none"> • refer employees or volunteers to the DBS in appropriate circumstances; • carry out checks on individuals before allowing them to undertake 'Regulated Activity'.
<p>Care Act 2014</p>	<p>The Care Act introduced a national framework to determine whether a person has eligible needs and strengthens the rights of people with learning disabilities / autism and their family carers. It promotes fairer, more personalised care and shifts the focus of local authorities from providing services for specific groups, to supporting individuals to achieve the outcomes that matter to them by promoting a person's wellbeing when making any decision about that person. Anyone receiving care and support from a regulated provider which has been arranged by the council will be covered by the Human Rights Act 1998.</p>
<p>Serious Crime Act 2015</p>	<p>The Serious Crime Act gives powers to pursue, disrupt and bring to justice people involved in serious and organised crime and gang related activity and consists of six parts:</p> <ul style="list-style-type: none"> • Proceeds of crime; • Computer misuse; • Organised, serious and gang-related crime; • Seizure and forfeiture of drug-cutting agents; • Protection of children and others; • Miscellaneous and general. <p>The Act also places a statutory duty on teachers to report to the police where they discover that 'Female Genital Mutilation' (FGM) appears to have been carried out on a girl under 18. In line with Section 5B (11) of the Female Genital Mutilation Act 2003.</p>
<p>Statutory guidance for FGM</p>	<p>The Serious Crime Act 2015 amended the FGM Act to provide for statutory guidance on FGM. This guidance is intended to help to:</p> <ul style="list-style-type: none"> • further increase awareness of FGM and improve compliance with good practice; • increase referrals and reports to the police;

Legislation	Summary
	<ul style="list-style-type: none"> • afford victims and survivors of FGM the greatest possible protection. <p>The guidance draws on the previous FGM multi-agency practice guidelines and was updated to capture the legal changes introduced by the Serious Crime Act 2015, new guidance for health professionals, new sources of data on FGM, wider safeguarding responsibilities, duties and resources for professionals, and other minor changes. It also includes information on the FGM mandatory reporting duty.</p>
<p>Working Together to Safeguard Children 2015</p>	<p>The Working Together to Safeguard Children guidance of 2015 aims to protect children from neglect and abuse. It aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe.</p> <p>This guidance updates the previous version, Working Together to Safeguard Children (2013). The 2015 guidance includes changes around:</p> <ul style="list-style-type: none"> • How to refer allegations of abuse against those who work with children; • Clarification of requirements on local authorities to notify serious incidents; • The definition of serious harm for the purposes of serious case reviews.
<p>Working together to Safeguard Children 2018</p>	<p>Working Together to Safeguard Children is statutory guidance on inter-agency working to safeguard and promote the welfare of children in accordance with the Children Act 1989 and Children Act 2004.</p> <p>The guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children, and provides a clear framework for Safeguarding Children Partnerships to monitor the effectiveness of local services.</p> <p>The guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise what makes an effective safeguarding system.</p>
<p>Keeping Children Safe in Education 2021</p>	<p>Keeping Children Safe in Education (KCSIE) 2021 is statutory guidance from the Department for Education (DfE). It sets out the legal duties that govern all schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children under the age of 18.</p>

Legislation	Summary
	For the first time in its publication history, the guidance makes it clear that KCSIE now applies to providers of post-16 education, as set out by the Education and Training (Welfare of Children) Act 2021 .
Counter-Terrorism and Security Act 2015 (Prevent duty)	<p>The Counter-Terrorism and Security Act 2015, puts a responsibility on schools, colleges, and other specified authorities to participate in work to prevent people from being drawn into terrorism, and to challenge extremist ideas that support, or are shared by, terrorist groups.</p> <p>Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.</p> <p>The Government’s Prevent duty guidance states that relevant higher education institutions need to balance their legal duties in terms of both freedom of speech and academic freedom, while also protecting student and staff welfare.</p>
Sexual violence and sexual harassment between children in schools and colleges (May 2018)	<p>Issued by the Department for Education. Its focus is child on child sexual violence and sexual harassment at schools and colleges.</p> <p>The advice covers children of all ages, from primary through to secondary stage and into colleges and online. (For the purposes of this advice, a child is anyone under the age of 18.)</p> <p>Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.</p> <p>The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.</p>

Table 2: Safeguarding Legal Framework for ArtsEd

ii. Regulated Activity

74. Regulated activity excludes family arrangements, and personal, non-commercial arrangements.

- **Children:**

75. The definition of regulated activity relating to children comprises only:

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

- c. Relevant personal care, for example washing or dressing, or health care by or supervised by a professional;
 - d. Registered childminding, and foster carers.
76. Work under **75 (a) or 75 (b)** is regulated activity only if done regularly by the same person. The definition of whether a 'regulated activity' is done regularly is if:
- a. It is done frequently [once a week or more];
 - b. It is done on 4 or more nights in a 30-day period;
 - c. It takes place overnight [at any point between the hours of 2am and 6am].
- **Adults**
77. The definition of regulated activity relating to adults no longer labels adults as 'vulnerable'. Instead, the definition identifies the activities which, if any adult requires them, lead to that adult being considered vulnerable at that particular time. There are six categories of people who will fall within the current definition of regulated activity. A list of these categories is set out below:
- a. Providing health care;
 - b. Providing personal care;
 - c. Providing social work;
 - d. Assistance with cash, bills and/or shopping;
 - e. Assistance in the conduct of a person's own affairs;
 - f. Conveying (a person who transports an adult because of their age, illness, or disability).
- iii. Duty to Refer to the Disclosure and Barring Service (DBS)**
78. It is a criminal offence to knowingly allow a barred person to work in 'regulated activity'. ArtsEd is legally required to forward information about anyone who has been dismissed or removed from 'regulated activity' [or would have done had they not already left] because they harmed or posed a risk of harm to vulnerable groups to the DBS.
79. Where the Institution has concerns that an individual has caused harm or poses future risk of harm to vulnerable groups including children, it will need to complete a [DBS Referral Form](#). If ArtsEd believes that the person has committed a criminal offence, then such information will be passed to the police. For further information on the duty to refer to the DBS please click [HERE](#).

Appendix 1: Role Description for Designated Institutional Safeguarding Lead

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk', including 'adults at risk', across its functions/provisions and throughout the Institution. The Institution expects all pupils, students, staff and volunteers to share this commitment.

The Designated Institutional Safeguarding Lead (DISL) is responsible for co-ordinating the ArtsEd's Safeguarding practices including:

1. Being accountable to ArtsEd's Board of Trustees for ArtsEd's Safeguarding (including Prevent);
2. Keeping abreast of regulatory and statutory changes;
3. Ensuring there is a staff structure and committee structure in place to fulfil Safeguarding (including Prevent) responsibilities;
4. Chair ArtsEd's Designated Safeguarding and Welfare Operational Group and be a member of ArtsEd's Safeguarding, Health and Safety Committee;
5. Ensuring ArtsEd's Safeguarding (including Prevent) Policies and Procedures are up to date and robust;
6. Liaising with the Human Resources Department about safe recruitment procedures, Disclosure and Barring Service matters, induction of new staff and training, where relevant;
7. Liaising with other ArtsEd Departments about safe procedures relating to learners' (pupils and students) administration including Disclosure and Barring Service matters and training;
8. Ensuring procedures are in place for managing allegations against staff, protection, whistleblowing and safe recruitment practices;
9. Ensuring procedures are in place for raising awareness of ArtsEd's Safeguarding and Prevent approach;
10. Ensuring that secure records of protection concerns are stored and shared appropriately;
11. Developing and implementing Institutional-wide procedures/practices and guidance for Safeguarding and welfare, taking into account any local Safeguarding guidance;
12. Creating and maintaining links with the local Social Services department teams;
13. Participating in a network of Principal/Institutional Safeguarding Officers/Leads externally;
14. Participating in a network of Principal/Institutional Prevent Officers/Leads externally;
15. Ensuring procedures are in place for managing disclosures to a member of ArtsEd staff against someone in the child's or 'individual at risk's' including 'adults at risk' family or someone involved in their home, school or social life;
16. Ensuring that monitoring review systems are in place to incorporate new guidance and legislation and to test out existing systems;
17. Referring any suspected cases of abuse to the relevant investigating agency and where necessary working with DSL for the Day School and Sixth Form;
18. In conjunction with Human Resources, ensuring that staff and Trustees undertake training appropriate to their roles in relation to Safeguarding;
19. Undertaking required training appropriate to the role including training L3 Safeguarding Children training, Prevent Awareness Training and training to identify signs of abuse and when it is appropriate to make a referral;
20. Attending any relevant refresher training;
21. Implement Institutional policies and procedures on Safeguarding and welfare;
22. Understanding how statutory/legal requirements apply to student/staff case management;
23. Working with the Head of Facilities, Deputy Head of Day School and Sixth Form, Head of Human Resources and any other relevant staff to ensure everyone at ArtsEd and those using

its premises/facilities understand the full scope of their responsibilities concerning Safeguarding and welfare at ArtsEd.

Appendix 2: Role Description for Deputy Designated Safeguarding Leads (DDSLs ArtsEd Extra)

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including ArtsEd Extra. The Institution expects all pupils, students, staff and volunteers to share this commitment.

Deputy Designated Safeguarding Leads (ArtsEd Extra) (DDSLs ArtsEd Extra) will report to the Designated Institutional Safeguarding Lead (DISL). They have primary responsibilities for ArtsEd Extra's Safeguarding and welfare matters (including those relating to child protection and 'individuals at risk', including adults).

The **(DDSLs ArtsEd Extra)** have responsibility for supporting all ArtsEd Extra staff in dealing with any Safeguarding concerns that arise including:

1. Being accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding (including Prevent duty) practices for their area of responsibility;
2. Acting as a source of support, advice and expertise to ArtsEd Extra staff members for Safeguarding and welfare of children and 'individuals at risk' including 'adults at risk';
3. Having status and authority within ArtsEd Extra to carry out the duties of the post including, where appropriate, supporting and directing other staff to safeguard and promote the welfare of children and 'individuals at risk' including 'adults at risk';
4. Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to Safeguarding and the Prevent duty at ArtsEd Extra;
5. Promoting and Safeguarding the welfare of children, young persons and individuals at risk' who come into contact with ArtsEd Extra;
6. Referring all cases of suspected abuse of any pupil at ArtsEd Extra to children's Social Care;
7. Referring cases to the Channel programme where there is a radicalisation concern as required;
8. Working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (**DBS**) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or vulnerable person;
9. Making referrals to the police where a crime may have been committed which involves a child and/or an 'individual at risk' including 'adults at risk';
10. Ensuring that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, clarifying ArtsEd Extras role in this;
11. Meeting with the DISL fortnightly and provide regular updates about Safeguarding and welfare practices in ArtsEd Extra;
12. Where relevant, liaising with Local Authority Designated Officer (LADO) on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding when deciding whether to make a referral by liaising with the relevant agencies;
13. Ensuring ArtsEd's Safeguarding and Child Protection Policy (which also applies to ArtsEd Extra) is publicly available, understood and used appropriately as well as supporting the annual (or as required) review of ArtsEd's Safeguarding Policy;
14. Ensuring regular process reviews take place with regards to Safeguarding and welfare procedures at ArtsEd Extra and that changes are implemented appropriately;

15. Being always available during ArtsEd Extra hours for staff to discuss any safeguarding concerns and making appropriate cover arrangements for out of hours / out of term activities in liaison with the DISL;
16. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
17. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
18. Providing Safeguarding and welfare induction training for all new ArtsEd Extra staff and refresher updates to all ArtsEd Extra staff;
19. Attending fortnightly Safeguarding and Welfare Meetings for ArtsEd Extra and maintain and update ArtsEd Extra's Case Management Reporting tool;
20. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
21. Keep detailed, accurate and secure written records of referrals, concerns and incidents and ensuring that these are passed to the DISL, as required;
22. Understanding how statutory/legal requirements apply to pupil/student case management;
23. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
24. Assist with the development of Institution-wide procedures/practices and guidance for safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
25. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
26. Working collaboratively with all ArtsEd staff with assigned Designated Safeguarding functions.

Appendix 3: Role Description for Designated Safeguarding and Welfare Leads (DSWLs) and Designated Safeguarding and Welfare Officers (DSWOs) for Higher Education Schools

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including when making provision for Higher Education students. The Institution expects all pupils, students, staff and volunteers to share this commitment.

Designated Safeguarding and Welfare Officers (DSWOs) for Higher Education Schools will report to the Designated Safeguarding and Welfare Leads (DSWLs) and have primary responsibilities for their relevant Higher Education School's Safeguarding and welfare matters with regards to student cases (including those relating to child protection and 'individuals at risk' including 'adults at risk').

Designated Safeguarding and Welfare Leads (DSWLs) for Higher Education Schools will be accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding (including Prevent duty) practices relating to their respective Schools. They will also Chair their School's Weekly Safeguarding and Welfare meetings.

The **DSWLs and DSWOs for Higher Education Schools** have responsibility for supporting their respective Higher Education Schools with dealing with any Safeguarding concerns that arise with regards to students including:

1. Acting as the first point of contact/expert for staff and students, providing support and advice on Safeguarding and welfare cases involving students (including where it involves children and 'individuals at risk' including 'adults at risk') and when required to make referral by liaising with the relevant/external agencies such as Social Services;
2. Raise awareness to staff and students of safeguarding and welfare in their School;
3. Having status and authority to carry out the duties of the post including, where appropriate, supporting and directing other staff members to safeguard and promote the welfare of children and individuals at 'risk';
4. Attending weekly Safeguarding and Welfare Meetings for their School;
5. Maintaining and updating their School's Student Case Management Reporting Tool;
6. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
7. Referring cases of suspected abuse or allegations regarding children and 'individuals at risk' including 'adults at risk' to the relevant investigating agencies (such as Local Authority Designated Officer (LADO), Channel etc..) and to the DISL or DSL (Day School and Sixth Form), where appropriate;
8. Liaising with LADO on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding;
9. Acting as a source of support, advice and expertise within the relevant Higher Education School and assigned area of responsibility;
10. Working with other School's Safeguarding and Welfare Lead/Officers to ensure there is always cover for their area of responsibility;
11. Liaising with, and informing, the DISL of any issues and on-going investigations/ student cases, where relevant;
12. Where appropriate, triaging or invoking relevant processes aimed at supporting students with Safeguarding needs such as Fitness to Study and/or counselling;
13. Where appropriate, working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in

circumstances where there has been actual harm, or risk of harm, to a child and/or 'individuals at risk' including 'adults at risk';

14. Liaising with Human Resources for any Disclosure and Barring Service matter as required (for example, pending arrival of Disclosure and Barring Service checks);
15. Where appropriate, seeking expert advice (from the central Student Support and Wellbeing Team, IT, and Health and Safety Team) aimed at Safeguarding and supporting students etc.;
16. Acting as a source of support, advice and help to other staff involved with a Safeguarding or welfare matter;
17. Assisting with the development of Institution-wide procedures/practices and guidance for safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
18. Raising awareness of ArtsEd's Safeguarding and Child Protection Policy (amongst staff) and helping staff to know about and understand the Policy as well as support the annual (or as required) review of ArtsEd's Safeguarding Policy;
19. Supporting regular process reviews with regards to Safeguarding and welfare procedures at ArtsEd and ensuring changes are implemented appropriately;
20. Keeping detailed, accurate and secure written records of referrals, concerns and incidents ensuring that these are passed to the DSL, as required;
21. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
22. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
23. Where required, assisting with promoting training to staff members;
24. Understanding how statutory/legal requirements apply to student case management;
25. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
26. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
27. Working collaboratively with all ArtsEd staff with assigned Designated Safeguarding functions.

Appendix 4: Role Description for Designated Safeguarding and Welfare Officers (Staff)

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including its staff members and staff members/volunteers working on behalf of ArtsEd. The Institution expects all pupils, students, staff and volunteers to share this commitment.

Designated Safeguarding and Welfare Officers (DSWOs for Staff) will report to the Designated Institutional Safeguarding Lead (DISL) and are responsible for staff Safeguarding and welfare matters (including matters relating to child protection and 'individuals at risk', including 'adults at risk').

The **DSWOs for Staff** are responsible for supporting staff in dealing with any Safeguarding concerns that arise including:

1. Being accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding activities (including Prevent duty) relating to staff;
2. Liaising regularly with the DISL to inform them of any issues and on-going investigations;
3. Working with the DISL and the DSWO (Staff) team to ensure there is always cover for their roles;
4. Where appropriate, seeking expert advice from the Human Resources Team, Health and Safety Team etc. aimed at safeguarding and supporting staff;
5. Raise awareness of safeguarding and welfare with staff across ArtsEd;
6. Acting as the first point of contact/expert providing support and advice on Safeguarding and welfare cases involving staff members (including where it involves children and 'individuals at risk' including 'adults at risk') and when required to make referral by liaising with the relevant/external agencies such as Social Services;
7. Refer cases of suspected abuse or neglect of children and/or vulnerable individuals at risk to the relevant investigating agencies and to the DISL and/or DSL (Day School and Sixth Form);
8. Having status and authority to carry out the duties of the post including, where appropriate, supporting and directing other staff members to safeguard and promote the welfare of children and 'individuals at risk' including 'adults at risk';
9. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
10. Attending any other Safeguarding and welfare related meetings as required such as Safeguarding and welfare case conferences involving staff, triaging where as necessary;
11. Where appropriate, triaging or invoking relevant processes aimed at supporting staff with Safeguarding issues such as referrals to mediation or counselling;
12. Where appropriate, working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (**DBS**) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or vulnerable person;
13. Where required, assisting with promoting training to staff members;
14. Keeping detailed, accurate and secure written records of referrals, concerns and incidents and ensuring that these are passed to the DISL and Human Resources, where required;
15. Assisting with the development of Institution-wide procedures/practices and guidance for Safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
16. Raising awareness amongst staff of ArtsEd's Safeguarding and Child Protection Policy and helping staff to know about and understand the Policy as well as support the annual (or as required) review of ArtsEd's Child Protection Policy;

17. Supporting regular process reviews with regards to Safeguarding and welfare procedures at ArtsEd and ensuring changes are implemented appropriately;
18. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
19. Liaising with Local Authority Designated Officer (LADO) on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding;
20. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
21. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
22. Understanding how statutory/legal requirements apply to staff case management;
23. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
24. Working collaboratively with ArtsEd's staff with assigned Designated Safeguarding functions.

Appendix 5: Role Description for Designated Safeguarding and Welfare Officers (Specialist/Professional Support Services)

ArtsEd is committed to safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including when making provision for higher education students. The Institution expects all pupils, students, staff and volunteers to share this commitment.

Designated Safeguarding and Welfare Officers (DSWOs - Specialist/Professional Services) will report to the Designated Institutional Safeguarding Lead (DISL) and are responsible for supporting the Institution and staff members with designated Safeguarding and welfare responsibilities by providing specialist advice and support when managing and triaging Safeguarding and welfare matters (including matters relating to child protection and 'individuals at risk', including 'adults at risk').

DSWOs (Specialist/Professional Services) are responsible for supporting staff with any safeguarding concerns that arise including:

1. Being accountable to and working collaboratively with the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding (including Prevent duty) when providing specialist advice;
2. Being the lead specialist with regard to their area of expertise when providing professional advice about Safeguarding and welfare;
3. Acting as the first point of contact for expert advice to staff managing Safeguarding and welfare cases involving pupils, students, staff members, Trustees and visitors (including where it involves children and 'individuals at risk');
4. Having status and authority to carry out the duties of the post including, where appropriate, supporting and directing other staff members to safeguard and promote the welfare of children and 'individuals at risk' including 'adults at risk';
5. Where necessary, refer cases of suspected abuse or neglect of children and/or 'individuals at risk' including 'adults at risk' to the relevant investigating agencies (such as LADO) and to the DISL and/or DSL (Day School and Sixth Form);
6. Being co-opted, as required, to be a temporary/permanent member of any of the ArtsEd's Safeguarding Groups/Committees. DSWOs (Specialist/Professional Services) may also be asked to be 'in attendance' at any of the ArtsEd's Safeguarding Groups/Committees to give advice and expert opinion on matters relating to Safeguarding and welfare at the Institution;
7. Providing expert/specialist advice and support (such as to Human Resources, Student Support, IT and/or Health and Safety) to staff managing Safeguarding and welfare cases and external referrers;
8. Where appropriate, working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or vulnerable person;
9. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare cases they are involved in;
10. Assisting with the development of Institution-wide procedures/practices and guidance for Safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
11. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;

12. Where required, supporting data and information gathering to assist with investigation and referrals internally and externally;
13. Where required, identifying and/or assisting with promoting training to staff members;
14. Keeping detailed, accurate and secure written records of referrals, concerns and incidents and ensuring that these are passed to the DISL and/or DSL (Day School and Sixth Form), where required;
15. Ensuring Safeguarding and welfare requirements are embedded into all processes and procedures relating to the relevant professional area of responsibility as well as ensuring staff members are suitably trained to meet any Safeguarding and welfare requirements;
16. Supporting regular process reviews with regards to Safeguarding and welfare procedures at ArtsEd and ensuring changes are implemented appropriately;
17. Raising awareness amongst staff of ArtsEd's Safeguarding and Child Protection Policy and helping staff to learn about and understand the Policy as well as support the annual (or as required) review of ArtsEd' Safeguarding Policy;
18. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
19. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
20. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
21. Understanding how statutory/legal requirements apply to staff and/or student case management;
22. Working collaboratively with ArtsEd's staff with assigned Designated Safeguarding functions.

Appendix 6A: Terms of Reference – Weekly Safeguarding and Welfare Group (School of Musical Theatre and School of Acting)

Purpose

The Weekly Safeguarding and Welfare Group is the operational Group responsible for undertaking student Safeguarding and Welfare case review with the aim of finding solutions for students. The Group aims to, where possible, identify and provide support to students, ensuring students are fully able to engage with their studies.

Powers, Duties and Functions

1. To review and undertake weekly student Safeguarding and welfare case review;
2. To keep detailed, accurate and secure written records of referrals, concerns and incidents within the Student Case Management Tool;
3. To undertake required training appropriate to the role, including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
4. Identify themes and trends and areas for improvements within the School and report to the Safeguarding and Welfare Operational Group;
5. Triage students, as required, into other Institutional processes or procedure such as fitness to study and Counselling Services;
6. Where appropriate, triage students for support externally such as with the Samaritans;
7. Where appropriate and required, liaise with external agencies such as the police and LADO;
8. Promote the Safeguarding and welfare of students within the School;
9. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
10. Work closely with the Head of Student Support and Wellbeing Services and Deputy Principal to find the appropriate support for students;
11. Promote a culture of listening to students and responding to their needs and raise awareness of the School's Safeguarding and Welfare Officers/Lead;
12. Investigate and resolve alleged cases involving students such as where an allegation of harassment, bullying and discrimination or any other issues which may cause concern has been made;
13. Promote positive mental health for all;
14. Apply statutory/legal requirements when undertaking student case management;
15. Feedback the outcomes of case reviews following a reported incident/referral concerning a child or vulnerable person or student welfare case;
16. Review and implement recommendations within the School as directed by ArtsEd's Safeguarding and Welfare Operational Group, Safeguarding, Health and Safety Committee or external authorities such as the local authority's child/'adult at risk' protection bodies and the Department of Education;
17. Apply relevant Safeguarding principles to case management decision making and triaging;
18. Apply relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty when undertaking student case management;
19. Ensure that any referrals to children's Social Care is made immediately if there is a risk of immediate serious harm to a child;
20. Provide a safe environment for students to learn and achieve, actively promote the welfare of students, and identify students who may be at risk of being drawn into terrorism/extremism;

21. Identify students who may be in need of extra support, or who are suffering or likely to suffer abuse or significant harm during their studies (including online) and in their interactions with other students/staff.

The objectives referred to above are achieved through developing systems within the School aimed at:

- Establishing a safe environment in which students can learn, develop and achieve;
- Raising awareness of individual responsibilities in identifying and reporting possible cases of abuse;
- Providing a systematic means of monitoring, recording and reporting of concerns and cases;
- Providing guidance on recognising and dealing with suspected abuse or significant harm;
- Promoting safe practice and challenging poor and unsafe practice;
- Providing a framework for inter-agency communication and effective liaison;
- Identifying strategies and interventions available to support students at risk;
- Ensuring we practice safe recruitment in checking the suitability of staff and visiting practitioners to work with students;
- Ensuring we comply with our duties under the Prevent duty; and
- Promoting and respecting confidentiality, data protection, equality, diversity and inclusion, the rule of law, mutual respect and individual liberty when dealing with students.

Membership

- Each School's Designated Safeguarding and Welfare Lead (DSWLs);
- All Designated Safeguarding and Welfare Officers (DSWOs) from each School;
- Co-opted members ****Staff within each School with specialist roles aimed at Safeguarding students and supporting students and their welfare. All co-opted members must undertake all required training.***
- Head of Student Support and Wellbeing Services (in their capacity as DSWO for student Support)
- Student Support and Wellbeing Officer (in their capacity as DSWO for Student Support)

****Please see the membership of for School of Musical Theatre (Appendix 6B) and School of Acting (Appendix 6C) below.***

Appointment of Chair and Secretary

The School's Designated Safeguarding and Welfare Lead for the School shall Chair the relevant Group.

The Student Support and Wellbeing Officer will provide the secretariat support to the Group and will work with the Chair to ensure effective running of the Group and its meetings.

Frequency of Meetings

The Group shall meet once a week but may consider urgent matters through correspondence.

Quorum

The Chair and two members of the Group shall constitute a quorum.

Reporting and Deliverables

The Group will formally report to the **Safeguarding and Welfare Operational Group** and where appropriate, make recommendations to the Safeguarding, Health and Safety Committee, HE

Committee and the Board of Trustees on the enhancement of the development, review, implementation and dissemination of Safeguarding and welfare provision at the Institution.

Approval and Review

The Terms of Reference for the **Weekly Safeguarding and Welfare Group** was approved by its members in March 2022. The Terms of Reference will be reviewed at the first meeting of each academic year, and sooner if required.

Appendix 6B: Membership - Weekly Safeguarding and Welfare Group School of Musical Theatre

- Tim Whiting, Safeguarding and Welfare Lead (MT)
- Heather Robbins, Safeguarding and Welfare Officer (Foundation)
- Dan Bird, Safeguarding and Welfare Officer (Year 1)
- Caitlin Stegemoller, Safeguarding and Welfare Officer (Year 2)
- Karen Edwards, Safeguarding and Welfare Officer (Year 3)
- Chris Whitehead, Safeguarding and Welfare Officer (Co-opted Member)
- Rohan Tickall (Co-opted Member)
- Simon Robinson, Secretary

Appendix 6C: Membership - Weekly Safeguarding and Welfare Group School of Acting

- Aundrea Fudge, Safeguarding and Welfare Lead (Acting)
- Steven Kavuma, Safeguarding and Welfare Officer (Foundation)
- Gabrielle Nimo, Safeguarding and Welfare Officer (Year 1)
- Marcus Ellard, Safeguarding and Welfare Officer (Year 2)
- Kim Vithana, Safeguarding and Welfare Officer (Year 3)
- Heather Hartnett, Safeguarding and Welfare Officer (MA)
- Justin Pierre, Safeguarding and Welfare Officer (Co-opted Member)
- Mike Hayden (Co-opted Member)
- Simon Robinson, Secretary

Appendix 7: Terms of Reference - Safeguarding and Welfare Operational Group

Purpose and Procedure

The Safeguarding and Welfare Operational Group will serve as a cross-institution Safeguarding and Welfare Specialist Group. The Group will provide operational oversight to support ArtsEd's strategic direction and ensure legal compliance for Safeguarding and welfare matters across ArtsEd. The Group will ensure relevant Safeguarding (including those relating to Prevent) and welfare policies and procedures are up-to-date, robust, and in operation in order to safeguard and promote the welfare of children and young people under the age of 18 at ArtsEd and 'individuals at risk' including 'adults at risk'.

The Group shall regulate its own procedures for the conduct of its meetings, but all matters raised will be treated with the strictest confidence.

Powers, Duties and Functions

The Safeguarding and Welfare Operational Group will:

1. oversee the development, implementation and monitoring of systems, processes and policies relating to Safeguarding and welfare at ArtsEd.
2. ensure pupils, students, staff members, Trustees of ArtsEd and those entering its premises or using its facilities understand the full scope of their responsibilities concerning Safeguarding children and 'individuals at risk' including 'adults at risk';
3. advise on the operational implementation of legislation, policy and guidance in relation to Safeguarding children and 'individuals at risk' including 'adults at risk' at ArtsEd;
4. monitor the effectiveness / implementation of legislation, policy and guidance in relation to Safeguarding and welfare at ArtsEd;
5. discuss and where appropriate identify themes and trends with regards to managed cases and incidents at ArtsEd;
6. agree quality standards and support the development of audit tools and training plans, to ensure effective arrangements for Safeguarding children and 'individuals at risk' including 'adults at risk';
7. confidentially (where appropriate) receive and discuss the outcomes of case reviews following a reported incident/referral concerning a child or 'individuals at risk' including 'adults at risk';
8. receive details of key themes and issues raised at the weekly Safeguarding and Welfare Meeting for HE and ArtsEd Extra as well as from the Day School and Sixth Form's weekly meetings.
9. receive details of key themes and issues relating to staff Safeguarding and welfare;
10. implement and review recommendations in relation to practice as directed by the Board of Trustees and/or ArtsEd's Safeguarding, Health and Safety Committee or the local authority's child/vulnerable protection bodies (such as Hounslow Social Services and the Department of Education).
11. identify, respond to and escalate, as appropriate, any organisational risk relating to Safeguarding and welfare at ArtsEd;
12. report regularly to ArtsEd's Safeguarding, Health and Safety Committee and the Board of Trustees advising on themes and issues relating to Safeguarding children and 'individuals at risk' including 'adults at risk' as well as on any general welfare matters and how they might impact on the responsibilities of the Board;

13. Apply relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty.

Membership

Members of the Safeguarding and Welfare Operational Group are appointed based on their roles in their Schools and Departments. In most cases, the membership of the Group is role determined and/or experience related and as such, most members represent their areas because of their assigned Safeguarding roles/responsibilities locally.

Appointment of Chair and Secretary

The Deputy Principal (in their capacity as the Designated Institutional Safeguarding Lead) shall Chair the Group.

The Deputy Head of the Day School and Sixth Form (in their capacity as Designated Safeguarding Lead) shall act as the Deputy Chair.

Frequency of Meetings

The Group shall meet three times a year, once in each academic term. The Group may consider urgent matters through correspondence or an *ad hoc* meeting.

Minutes, agendas and papers will normally be circulated to members of the Group at least five working days in advance of the meeting. Late papers may be circulated up to two days before the meeting. Only in the case of urgent matters and with the agreement of the Chair will papers be tabled at meetings of the Group.

Formal minutes will be kept of proceedings and submitted for approval at the next meeting of the Group. The Student Support and Wellbeing Officer will provide the secretariat support to the Group and will work with the Chair to ensure effective running of the Group and its meetings.

The secretary will ensure all members of the Committee have undertaken all relevant training courses including Safeguarding, Prevent, Health and Safety, Anti-Harassment and Bullying, and Equality and Diversity.

Quorum

The Chair and four members of the Group shall constitute a quorum.

Reporting and Deliverables

The approved minutes of each meeting of the Group will be reported to the Safeguarding, Health and Safety Committee.

The Group will produce a yearly report on its activities to the Safeguarding, Health and Safety Committee and Board of Trustees. Where necessary, the Group will make recommendations to the Safeguarding, Health and Safety Committee and the Board of Trustees on the enhancement of the development, review, implementation and dissemination of Safeguarding and welfare provision at the Institution.

The Group will also report termly (following each meeting) to:

- i. Board of Trustees

- ii. Day School and Sixth Form Governors
- iii. Health, Safety and Safeguarding Committee
- iv. Higher Education Committee

The Group will receive termly reports at every meeting on:

- i. The Day School and Sixth Form Safeguarding provision
- ii. MT Safeguarding and welfare provision
- iii. Acting Safeguarding and welfare provision
- iv. Higher Education Student Support Services provision
- v. ArtsEd Extra provision
- vi. Staff Safeguarding and welfare provision

Approval and Review

The Terms of Reference for the Safeguarding and Welfare Operational Group were approved by its members in March 2022. These Terms of Reference will be reviewed at the first meeting of each academic year, and sooner if required.

Appendix 8: Category Definitions (Also please see section D above)

Category	Guidance
Assault	The incident involves a student(s) being assaulted physically such as being hit, pushed, dragged, spat at etc. or verbally assaulted such as by swearing, screaming or making verbal threats of harm.
Bullying	The incident involves a student(s) being verbally bullied such as teasing, shaming and name calling or emotionally bullied by such means as possessiveness, jealousy, or emotional blackmail.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of: 'Age'; 'Disability'; 'Ethnicity'; 'Gender'; 'Marital Status'; 'National Origin'; 'Race'; 'Religion', and 'Sexual Orientation'
Domestic Violence	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring from a member of the household which they are living in.
Drugs	The incident involves a student(s) in possession of, being under the influence of, or having misused, sold, or bought any illegal substances. Please be aware so-called 'legal highs' are illegal in the UK.
Female Genital Mutilation (FGM)	The incident involves a student(s) who may be at risk of, has suffered from or has parents/family members who have been subjected to Female Genital Mutilation. Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.
Forced Marriage	The incident involves a student(s) who may be at risk of, has participated in or has parents/family members who have been subjected to a marriage or legal union against their will.
Gender Based Violence	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring specifically due to their gender.
Grooming	The incident involves a student(s) who is at risk of or may be being manipulated for criminal intent. Grooming involves someone who builds an emotional connection with a student(s) to gain their trust for the purposes of sexual abuse, sexual exploitation, trafficking and terrorism. Please be aware that students can be groomed both online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Please note that if you have concerns that a student is at risk you must inform a member of the designated safeguarding team immediately as this category can often be time sensitive.
Harassment	The incident involves a student(s) being made to feel unsafe due to any aggressing pressure or intimidation, including stalking.

Hate Crime	The incident involves a student(s) who may be at risk of or has suffered from a crime motivated by racial, sexual or other prejudice. Please note that this category should only be used if the incident involved the authorities and can be categorised as a crime.
Homelessness	The incident involves a student(s) who has nowhere to live due to eviction or unsuitable living arrangements and is currently sleeping on the streets or has arranged temporarily accommodation with a friend.
Inappropriate Behaviour	The incident involves a student(s) who is behaving in a manner which is deemed to be rude, offensive and/or vile. This includes crude/inappropriate messages, gestures and use of inappropriate language.
Mental Health	<p>Please note that Mental Health is frequently an underlying cause of many concerns linked to categories where the incident involves student(s) who are displaying behaviours such as but not limited to:</p> <ul style="list-style-type: none"> • Eating too much or too little; • Sleeping too much or too little; • Pulling away from people and usual activities; • Having uncharacteristically low or no energy; • Feeling numb or like nothing matters; • Having unexplained aches and pains; • Feeling helpless or hopeless; • Smoking, drinking, or using drugs more than usual; • Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared; • Yelling or fighting with family and friends; • Experiencing severe mood swings; • Having persistent thoughts and/or memories they can't get out of their head; • Hearing voices or believing things that are not true thinking of harming themselves or others; • Inability to perform daily tasks like taking care of themselves, taking care of their children or getting to work or study.
Missing	The incident involves a student(s) who may be at risk of or has already been classified as missing. Please note that 'missing' is anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another. Where you are worried about a student/pupil please make sure all emergency contacts have been exhausted.
Neglect	The incident involves a student(s) who may be at risk of or is suffering from a state of uncare. This includes physical neglect such as unsuitable/dirty clothing and not being provided with food or water and or emotional neglect such as being deliberately made to feel scared, humiliated, isolated or ignored.

Physical Violence	The incident involves a student(s) who has suffered from or has instigated/caused any form of physical abuse such as hitting, pushing, punching and brandishing or using a weapon.
Racial Discrimination	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring specifically due to their race and ethnic background.
Self-Harm	<p>The incident involves a student(s) who may be at risk of or has already subjected themselves to any purposefully self-inflicted injuries or harm with or without the intention of suicide.</p> <p>Self-harm can include, but is not limited to, cutting or burning of skin, punching or hitting, poisoning with tablets or toxic chemicals, misusing alcohol or drugs, deliberately starving and food avoidance (anorexia nervosa), binge eating (bulimia nervosa) and excessively exercising.</p>
Sexual Concern	The incident involves a student(s) who has displayed or been involved with any inappropriate sexual behaviour such as inappropriate sexual comments, rude gestures, fascination or fixation with sex, over sexualised behaviour, pornography, public masturbation, and nymphomania. It can also involve a student(s) who has displayed behaviour suggesting they are sickened or frightened by any discussions regarding sex.
Sexting	The incident involves a student who is sending sexually explicit photographs or messages via mobile phone/ by electronic means/online. Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.
Social Media Issues	The incident involves a student(s) who may be at risk of or is already participating in any form of online bullying, online harassment, has been a victim of or participated in the illegal sharing of nudes or pornographic imagery, or has been the victim or participated in the hacking of any social media accounts.
Substance Misuse	The incident involves a student(s) who may be at risk of or is already suffering from a drug, alcohol or other substance overdose or addiction. Please be aware that if you are concerned that a student has overdosed or is suffering from alcohol poisoning you must call an ambulance immediately and alert a designated member of the Safeguarding Team.
Weapons	The incident involves a student(s) who has deliberately brandished or used a weapon in order to inflict harm to themselves or others, or where a student(s) is carrying, selling or buying illegal weapons on or off premises.

Appendix 10: ArtsEd Lanyard and Colours



Staff



HE Student



Sixth Form



Day School



Freelancers



Contractors

Version Control	
Document Title	Institutional Level Safeguarding
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