

L A I N E
THEATRE ARTS

SAFEGUARDING, CHILD PROTECTION AND
PEER-ON PEER ABUSE POLICY
2023

SAFEGUARDING, CHILD PROTECTION AND PEER-ON-PEER ABUSE POLICY

Laine Theatre Arts is committed to safeguarding and promoting the welfare of students and expects all staff, students, and visiting professionals to share this responsibility. Safeguarding is everyone's business.

This policy sets out the College's ethos and approach to safeguarding. It seeks to protect every student attending the College from harm, including our part-time recreational pupils, as well as the College's staff and partners who teach, supervise or support students on-site, online, or residentially. It outlines procedures for recognising, responding to, recording, and reporting issues of child and adult protection, and includes specific reference to child-on-child/peer-on-peer abuse, and bullying.

This policy is overseen by the Safeguarding Team. It is reviewed annually to ensure it remains adherent to regulatory requirements.

It is important to note that students under 18 are subject to different legislation and safeguarding procedures from those over the age of 18, even if living away from home.

For the purposes of this policy, the College defines:

- o a **child** as a person who is yet to reach their 18th birthday.
- o an **adult at risk** as an individual over the age of 18 who may have a mental or other disability or illness or lacks the capacity to take care of themselves (i.e at risk of neglect); and/or who may be unable to keep themselves safe from the risk of significant harm, abuse, or exploitation, including the risk of radicalisation or being drawn into terrorism.
- o **staff** as anyone who is working for the College who encounters children or adults at risk, whether full-time, part-time, sessional, or voluntary.

This policy draws upon legislation, information, and statutory guidance from

- o DfE's ***Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (2024)***
- o HM Government's ***Working Together to Safeguard Children – A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2023)***,
- o Ofsted's ***Best Practice in Safeguarding in Colleges*** (September 2022),
- o ***The Care Act*** (2014)
- o The ***PREVENT*** Strategy (2011).

All members of staff working at the College, including administrators, volunteers and freelance contractors must recognise and acknowledge their responsibility to provide a safe environment in which students can learn. They should be equipped to identify the signs and symptoms of abuse so that they can respond promptly and appropriately to safeguarding concerns.

What Laine Theatre Arts aims to achieve through this policy:

- o To clarify standards of behaviour for staff and students and raise awareness of child and adult protection issues.
- o To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- o To alert staff to the signs and indicators of abuse

- o To ensure the College practises safe recruitment in checking the suitability of staff to work with young people and adults at risk.
- o To support young people and adults who have been abused.
- o To establish a safe environment in which all students can learn, develop, and be equipped with the skills they need to feel safe.
- o To establish and maintain an environment where young people and adults at risk feel secure, are encouraged to talk, and are listened to.
- o To reduce the potential risk of students being exposed to violence, extremism, exploitation, or victimisation.

To meet its aims, Laine Theatre Arts will:

- o Appoint strategic and operational Safeguarding Leads for the College who will take responsibility for child protection issues and the protection of adults at risk.
- o Appoint a member of the Board of Directors who assumes ultimate responsibility for safeguarding in the College.
- o Appoint a Safeguarding Team representative of the entire college community.
- o Ensure that each member of the Safeguarding Team participates in annual training.
- o identifying a Single Point of Contact for *Prevent* guidance (SPOC) who will be responsible for developing and maintaining links with local *Prevent* Partners.
- o Embed child and adult protection procedures in a Code of Conduct for all staff and students.
- o Create procedures to tackle child-on-child/peer-on-peer abuse.
- o Ensure information on good practice in safeguarding is shared with students, staff, parents, carers, volunteers, and contractors at induction and at key points throughout the year.
- o Ensure information on safeguarding concerns is shared with external safeguarding agencies.
- o Ensure all staff and relevant external parties understand their own responsibilities in being alert to the signs of abuse and their responsibility for referring their concerns to the relevant member of staff.
- o Carefully carry out procedures, including DBS checks, for the recruitment and selection of staff, freelance contractors, and volunteers
- o To provide effective management for staff and students through supervision and support.
- o Keep records of concerns about students, even when there is no need for immediate referral.
- o Ensure that all records are kept securely on the *Child Protection Online Management Systems* (CPOMS) in line with the College's Data Protection Policy
- o Ensure strict adherence to procedures when an allegation of any kind concerning students is made against a member of staff.
- o Review its Safeguarding policy and procedures annually and/or when necessary. It will receive regular updates regarding best practices from CASPAR and SCIE

DEFINITION OF HARM

Harm is physical or psychological pain, caused by abuse. Abuse can take many forms; it occurs in every stratum of society and in almost any setting. Paragraphs A-D illustrate the different forms of abuse that constitute our safeguarding duty at LTA.

A - CHILD ABUSE

What is Child Abuse?

Child abuse is any form of physical, emotional, or sexual mistreatment or lack of care that leads to injury or harm to a young person who is yet to reach their 18th birthday. It is when a child is intentionally harmed by an adult or another child. Abuse can happen to a young person regardless of their age, gender, race, or

ability. Any individual may abuse or neglect a young person directly or may be responsible for abuse because they fail to prevent other people from harming the young person.

The main types of abuse are physical, emotional, sexual, neglect and bullying.

1. Physical abuse

This is when someone hurts a child on purpose and with the intent to cause harm. This can include hitting, shaking, throwing, poisoning, burning, drowning, or suffocating. Anyone can hurt a child - a relative, friend or stranger. It can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Warning signs of physical abuse

- o Children with frequent injuries
- o Children with unexplained or unusual fractures or broken bones
- o Children with unexplained bruises, cuts, burns, scalds, or bite marks

Children may be more at risk if their parents have problems with drugs, alcohol, and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

2. Emotional abuse

Emotional abuse is when a child's feelings and emotions are manipulated or shamed on purpose. This can take different forms, for example:

- o When a child is unfairly blamed for everything
- o Told they are stupid, worthless, or ugly.
- o Ignored or never shown any emotion in interactions.

Emotional abuse is the severe and persistent ill-treatment of a child. It can have long-lasting and devastating effects on a child's emotional health and development.

Warning signs of emotional abuse

- o The child is excessively withdrawn, fearful, or anxious about doing something wrong.
- o Parents or carers withdraw their attention from their child.
- o Parents or carers blame their problems on their child.
- o Parents or carers humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may be the only form of abuse suffered by a child, or it might be part of a wider pattern of abuse.

3. Sexual Abuse and Exploitation

Sexual abuse is any sexual activity with a child or inducing a child to act in sexually inappropriate ways. Many children and young people do not recognise themselves as victims. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse is not only perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

The sexual abuse of children is more than just physical sexual contact. It includes:

- o touching, masturbation, kissing, rubbing - clothed or unclothed.
- o penetrative sex
- o engaging in sexual activity in front of a child
- o showing, or distributing indecent images of children.
- o grooming children for future abuse - in person or online

Warning signs of sexual abuse

- o Displaying knowledge or interest in sexual acts inappropriate to their age.
- o Using sexual language or having sexual knowledge that you wouldn't expect them to have
- o Asking others to behave sexually or playing sexual games.
- o Exhibiting physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy.

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse. This is when an individual or group takes advantage of a child (anyone under 18) to coerce, manipulate or deceive them into sexual activity.

This is done:

- o in exchange for something the victim needs or wants
- o for the financial advantage or increased status of the perpetrator or facilitator.

Even if the activity appears consensual, the victim still may have been sexually manipulated. Child sexual exploitation does not always involve physical contact and can also occur online or through social media.

Warning signs of child sexual exploitation

- o Appearing regularly with unexplained gifts or new possessions
- o Associating with other young people involved in exploitation.
- o Having older boyfriends or girlfriends
- o Suffering from sexually transmitted infections or pregnancies
- o Changes in emotional well-being
- o Misuse of drugs and alcohol
- o Going missing for periods of time or regularly coming home late
- o Regularly missing school or not taking part in education.

4. Neglect

Neglect is when a child is not looked after. It is the persistent failure to meet a child's basic and essential needs. This can include:

- o not providing adequate food, water, clothing, and shelter
- o leaving a child alone in dangerous situations, or by themselves when they are very young.
- o failure to provide medical care.
- o failure to meet the child's emotional needs.

Warning signs of neglect

- o Living in a home that is indisputably dirty or unsafe.
- o persistent hunger and signs of malnutrition
- o Lack of hygiene - dirty clothes and hair that may lead to lice or nits.
- o Lack of adequate clothing for the time of year - such as not having a winter coat
- o Living in dangerous conditions, i.e., around drugs, alcohol, or violence
- o Often acting angry, aggressive, or self-harming
- o Failing to receive basic health care.
- o Parents who fail to seek medical treatment when their children are ill or injured.
- o If a child does not have a safe and stable home, this is neglect.

5. **Bullying**

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'. Even where safeguarding is not considered to be an issue, it may be necessary to draw on external services to support the pupil who is experiencing bullying, or to tackle any underlying issue, which has contributed to a child engaging in bullying.

Warning signs of bullying include:

- o Behavioural changes such as reduced concentration and/or becoming withdrawn, clinginess, depression, tearfulness, emotional ups and downs, reluctance to go to college or enter stressful situations.
- o Changing the route to school/college
- o Unable to speak up in class and appearing insecure or frightened.
- o appears to be a target for teasing or ridicule.
- o Often alone or appears excluded.
- o An unexplained drop-off in performance
- o Physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching, bruising, damaged clothes, bingeing e.g., on food, alcohol or cigarettes.
- o A shortage of money or frequent loss of possessions

General Indicators of Child Abuse

Even those experienced in working with child abuse can find it difficult to recognise where abuse may occur or has already taken place. Most people are not experts in such recognition, but **indications that a young person is being abused may include one or more of the following:**

- o The young person describes what appears to be an abusive act involving them.
- o Another young person or adult expresses concern about the welfare of a young person.
- o Unexplained changes in a young person's behaviour e.g., becoming very upset, quiet, withdrawn, or displaying sudden outbursts of temper.
- o Inappropriate sexual awareness or engaging in sexually explicit behaviour.
- o Distrust of adults, particularly those with whom a close relationship would normally be expected.
- o Difficulty in making friends.
- o Frequent or sustained absence from school
- o Being prevented from socialising with others.
- o Displaying variations in eating patterns including over-eating or loss of appetite.

- o Losing weight for no apparent reason
- o Becoming increasingly dirty or unkempt
- o Over-tiredness
- o Suicidal threats or behaviours
- o Displaying frequent unexplained minor injuries

It is **not** the responsibility of those working at Laine Theatre Arts to decide that child abuse is occurring. It is their responsibility to act on any concerns by reporting any incident to the appropriate Safeguarding Lead.

B - ADULT ABUSE

What is Adult Abuse?

Adult abuse is when a person is treated in a bad way or in a way that harms, hurts, exploits them or makes them feel frightened or unhappy. Anyone can be vulnerable to abuse at any time in their lives. Men and women, rich and poor, from any ethnic background, can be at risk.

There are seven main categories of adult abuse:

1. Physical abuse

- o Being hit, slapped, pushed, or restrained.
- o Being denied food or water.
- o Not being helped to go to the bathroom if needed.
- o Misuse of medicines.

2. Sexual abuse

- o Indecent exposure.
- o Sexual harassment.
- o Inappropriate looking or touching.
- o Sexual teasing or innuendo.
- o Sexual photography.
- o Being forced to watch pornography or sexual acts.
- o Being forced or pressured into taking part in sexual acts.
- o Rape.

3. Psychological Abuse

- o Emotional abuse.
- o Threatening to hurt or abandon someone.
- o Stopping a person from seeing others.
- o Humiliating, blaming, controlling, intimidating, or harassing behaviour.
- o Verbal abuse.
- o Cyberbullying and isolation.
- o An unreasonable and unjustified withdrawal of services or support networks.

4. **Financial or Material Abuse**

- o Stealing money or other valuables

- o Misuse of someone else's finances.

- o Internet scams.

- o Doorstep crime.

5. **Domestic Abuse**

This is typically an incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been, an intimate partner or family member.

6. **Neglect**

This includes the failure to provide essential care and support needs that result in someone being harmed. Neglect includes not being provided with enough food or with the right kind of food, or not being taken proper care of.

7. **Discriminatory Abuse**

This includes some forms of harassment, slurs, or unfair treatment because of:

- o Race
- o Sex
- o Gender and gender identity
- o Age
- o Disability
- o Sexual orientation
- o Religion
- o Being married or in a civil partnership
- o Being pregnant or on maternity leave

8. **Self neglect**

This includes the failure to provide essential self care and support needs that result in someone being harmed. Self neglect includes not ensuring a person has enough food or has the right kind of food, or not taking care of themselves.

9. **Modern slavery**

Types of modern slavery includes:

- Human trafficking
- Forced labour
- Domestic servitude
- Sexual exploitation, such as escort work, prostitution and pornography
- Debt bondage- being forced to work to pay off debt

10. **Organised or institutional**

Types of Organised or institutional abuse:

- Discouraging visits or involvement of relatives or friends
- Rigid regimes
- Lack of leadership and supervision
- Insufficient staff or high turnover resulting in poor quality of care
- Inappropriate use of restraints
- Not taking account of 'individuals cultural,religious or ethnic needs

C - PEER ON PEER/CHILD-ON-CHILD ABUSE

These terms refer to any form of harmful behaviour, including, but not limited to physical, emotional, or sexual abuse, that is perpetrated by one student against another within the college community. This can occur between students of any age, gender, or position within the college, and can take place on or off the premises.

Types of Peer-on-Peer/Child-on-Child Abuse

Laine Theatre Arts acknowledges that peer-on-peer/child-on-child abuse can be complex and may involve power imbalances, manipulation, coercion, or grooming. It is essential for all staff, contractors, and students to be vigilant and aware of the signs, which may include:

- o Physical and sexual abuse
- o Sexual harassment and violence
- o Emotional harm
- o On and offline bullying
- o Teenage relationship abuse
- o Gang activity

D – PREVENT DUTY

The College's **PREVENT Policy** details the College's commitment to the prevention of radicalisation and extremism among its student body. The Prevent duty safeguards people at risk of radicalisation in a similar way to safeguarding processes designed to protect people from gangs, drug abuse, and physical and sexual abuse. Protecting students from the risk of radicalisation is part of our overall safeguarding responsibility and any concerns should be reported to the DSL or DDSL.

E - TAKING A DISCLOSURE

Disclosure is the process by which a child or adult will let someone know that abuse is taking place. Any member of staff can find themselves in the position of receiving a safeguarding disclosure. The first thing to remember about taking a disclosure is that it is not your responsibility to diagnose abuse. Instead, your role is to respond to the disclosure well, record and report it to the appropriate party as soon as possible, **even if you suspect that there is an innocent explanation for the situation.** This is because abuse should always be investigated by an independent party (such as the police) who is not close to the child in question and is more likely to carry out a fair investigation as a result.

If information is disclosed to you directly, you should make sure that you:

- o Stay calm and relaxed.
- o Listen carefully to what they are saying.
- o Encourage and reassure the child and let them know that you will be available to listen to any additional information they wish to share later.
- o Explain what you must do and whom you must tell.

In contrast, you should always avoid the following in the event of a direct disclosure:

- o Showing shock or disgust.
- o Asking investigative questions or attempting to gather evidence, because this is the responsibility of an external party such as children's social care or the police.
- o Pressuring the child into telling you more than they wish by asking leading questions.
- o Providing an opinion or suggestions as to how to deal with the situation.
- o Guessing or making assumptions
- o Appearing to be suspicious of the validity of the disclosure.
- o Making negative comments about the suspected abuser.
- o Making promises or statements that you cannot be sure of, such as saying 'everything will be ok'.
- o Agreeing to keep what the child has said a secret.

Obstacles to Disclosure

One of the most important things to do when a child is disclosing abuse is to avoid pressuring them into telling you more than they want to. This is because there are several obstacles to disclosure, and the child may worry that:

- o The person abusing them will discover they have spoken out.
- o You will tell other people, such as their friends, what happened to them.
- o They will be judged or blamed for what has happened to them.
- o Their disclosure will not be believed.
- o They will be away from their family by social workers.

Obstacles to Responding

Another important thing to do when a child or young person discloses an experience of abuse is to ensure that it is reported to the right party as soon as possible.

Obstacles to efficient reporting include when a person:

- o Feels too shocked, disgusted, embarrassed, or fearful to react appropriately.
- o Lacks trust in the reporting system, or the agencies that they need to report the abuse to.
- o Is too busy to complete the required paperwork.
- o Lacks the training required to know what to do.
- o Has no communication with the child and does not think it is their responsibility as a result.
- o Is worried that reporting the abuse will break up the child's family.
- o Personally, knows the suspected abuser.
- o Is concerned about what everyone else will say if they find out about the report.

F - RECORDING ALLEGATIONS/SUSPICIONS OF ABUSE

In any case where an allegation is made, or someone in Laine Theatre Arts has concerns, a record should be made. Any member of staff receiving a disclosure of abuse, or noticing signs or symptoms of possible abuse, will either:

- o Add a new concern to the CPOMS system which will automatically alert the DSL/DDSL
- o Relay the concern to any member of the safeguarding team, either verbally or by email, who will create a record on CPOMS and alert the DSL or DDSL

In both cases, the record should be made as soon as possible (ideally within an hour) and should evidence exactly what was said. The record should include:

- o The date, time, and place.
- o A description of how the child appeared to you – be specific.
- o A clear, comprehensive, and factual summary of the concern (record statements and observable things, not your interpretations or assumptions)
- o Any actual words used; including any swear words or slang.
- o A note of any action taken, decisions reached, and outcome.

The LTA Safeguarding Team will refer cases to the Surrey Safeguarding Children Partnership, the LADO, the Surrey Multi-agency Safeguarding Hub and/or Surrey Police where necessary.

Informing Parents/Carers (Suspected Child Abuse Only)

It is good practice to be as open and honest as possible with parents/carers about any concerns except in the following circumstances:

- o Where sexual abuse or exploitation is suspected.
- o Where organised or multiple abuse is suspected.
- o Where fabricated or induced illness is suspected.
- o Where female genital mutilation is a concern.
- o In cases of forced marriage.
- o Contacting parents /carers would place others at immediate risk.

G – PROCEDURES FOR RESPONDING TO/REPORTING PEER-ON-PEER/CHILD-ON-CHILD ABUSE

Laine Theatre Arts is committed to taking all allegations of peer-on-peer/child-on-child abuse seriously. Any member of staff or volunteer who becomes aware of, or suspects peer-on-peer abuse, has a responsibility to respond promptly and appropriately. They should:

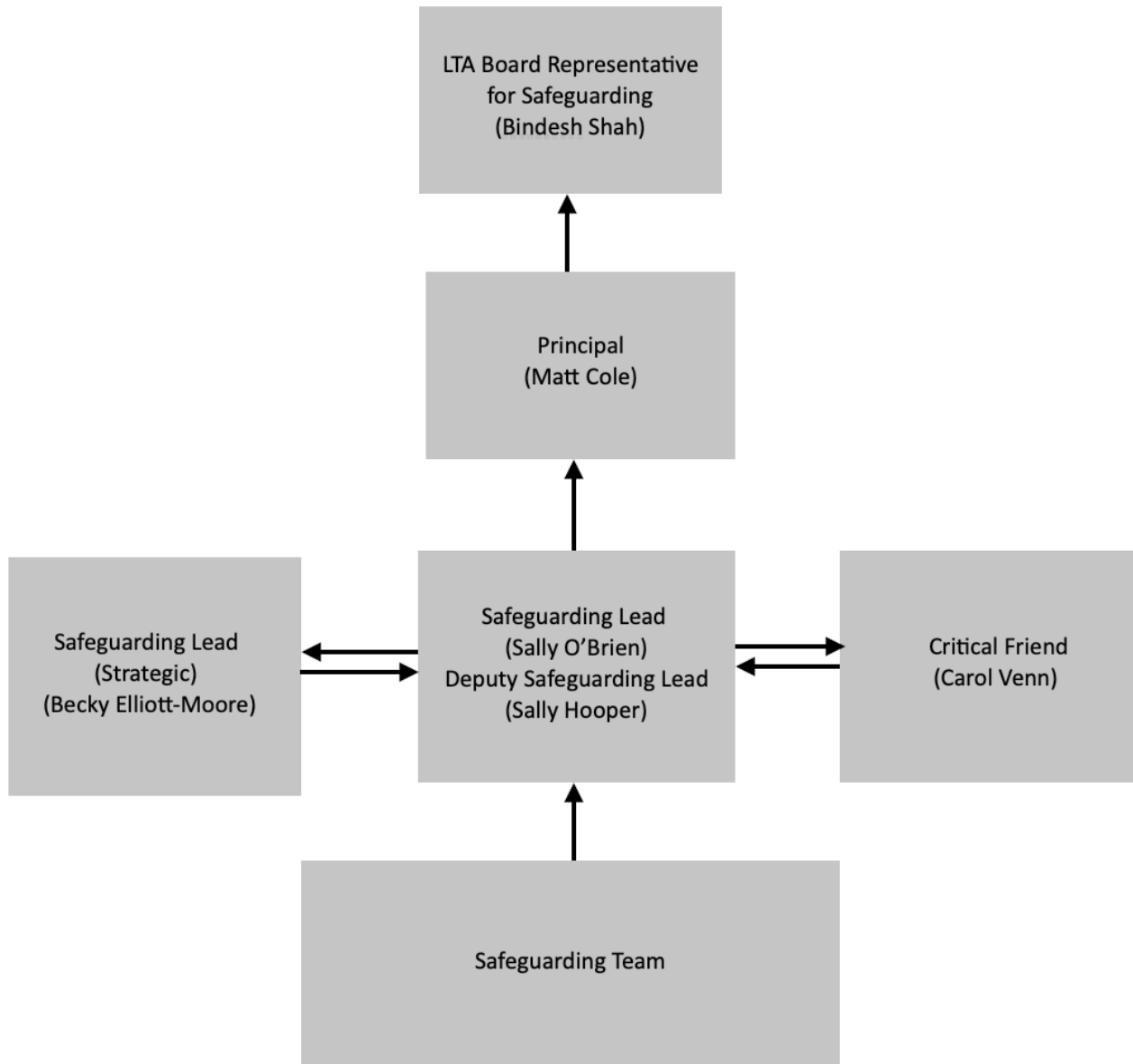
- o Ensure the immediate safety and well-being of the affected students, prioritising their welfare above all else.
- o Report the concerns to the designated safeguarding lead (DSL) or deputy designated safeguarding officer (DDSL) as soon as possible.
- o Make a written record of the incident, including dates, times, location, and any relevant details. Any statements from the aggrieved should be taken verbatim.
- o Support the affected students by providing appropriate guidance, counselling, or access to support services.
- o Implement appropriate disciplinary measures, interventions, or support for the alleged perpetrator, ensuring their welfare and the welfare of others are considered.
- o Involve parents or guardians of the affected students where it is appropriate to do so and maintain open communication throughout the process whilst considering the safety and privacy of all individuals involved.
- o Seek advice and support from external agencies such as the local authority designated officer (LADO), if necessary, to ensure a thorough and impartial investigation is conducted.
- o Maintain confidentiality and handle all information in line with data protection laws, sharing only on a need-to-know basis.

H - WHO TO REPORT TO:

You can report a safeguarding concern to any member of the Safeguarding Team. Their photos and email addresses are displayed in the foyer, in the College's changing rooms and WC's:

Designated Safeguarding Lead (DSL)	Sally O'Brien (Vice Principal, Musical Theatre)	sallyo'brien@laine-theatre-arts.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Sally Hooper (Head of Student services)	sallyhooper@laine-theatre-arts.co.uk
Safeguarding Team	Fran Mangiacasale	Fran.mangiacasale@lta-staff.co.uk
	Carol Venn	Carolvenn@laine-theatre-arts.co.uk
	Sharon Rault	Sharon.rault@lta-staff.co.uk
	Nicki Danika-Pain	Nickidanika@laine-theatre-arts.co.uk

LTA SAFEGUARDING TEAM STRUCTURE



I - STAFF TRAINING

All new staff will receive basic training in the four 'R's' of safeguarding practice:

- o Recognise
- o Respond
- o Record
- o Report

The Operational and Strategic Safeguarding Leads will receive additional training so they can effectively fulfil their responsibilities, and this training will be refreshed annually.

General staff training will also include clarifying the roles and identities of the safeguarding team and nominated leads.

All visitors to the College will be given a visitor's lanyard which will detail the College's safeguarding contacts on the reverse.

J - PARENTS

Parents and those with parental responsibility need to be confident that their children are involved with a responsible, professional educational organisation. Laine Theatre Arts demonstrates this by

- Publicising information on its classes and courses on its website www.laine-theatre-arts.co.uk
- Publishing the named Safeguarding Leads and complaints procedures on its website www.laine-theatre-arts.co.uk
- Publishing a full copy of its Safeguarding Policy and associated policies on its website www.laine-theatre-arts.co.uk
- Ensuring that each member of staff is aware of their responsibilities under Child and Adult Protection legislation, the Department for Education statutory guidance and knowledge of Laine Theatre Arts' Policies and procedures.
- Ensuring that each member of staff receives updated training in Child and Adult Protection
- Ensuring that a copy of this policy is made available to any appropriate body.

The Designated Safeguarding Lead will maintain and regularly audit safeguarding records, ensuring that each stand-alone file includes a chronology of significant events.

K - INFORMATION SHARING AND CONFIDENTIALITY

The College recognises that all matters relating to the protection of children and/or adults at risk are confidential and it is fully aware of the obligations that the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) place on organisations and individuals to process personal information fairly and lawfully to keep the information they hold safe and secure. However, the Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Confidential information, however, must only be shared on a strictly need-to-know basis. If there is any doubt as to the extent of 'need to know' colleagues should seek guidance from the DSL or DDSL. All staff must have due regard to the relevant data protection principles that allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- o Being confident of the processing conditions that allow them to store and share information for safeguarding purposes, including information, that is sensitive and personal and should be treated as 'special category personal data.
- o Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to

share information without consent when there is good reason to do so, and the sharing of information will enhance the safeguarding of the child promptly, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would put the child at risk.

- o Wherever possible, DSLs and DDSs will follow the principles of the GDPR, however, this should not be a barrier to the effective and timely communication of information related to safeguarding.
- o All staff must be aware that they cannot promise a child/adult at risk to keep secrets that might compromise their safety or well-being.

L - RECRUITMENT AND SELECTION OF STAFF AND CONTRACTORS

Laine Theatre Arts operates employment and supervision procedures that ensure the highest priority is given to issues relating to child protection. The College will apply the **Working Together to Safeguard Children (2018)** and SSCP Guidelines using the framework for safer recruitment and employment practice.

The purpose of safer recruitment is to ensure:

- o Applicants who may wish to harm adults at risk, children or young people are deterred from applying for jobs or volunteering opportunities.
- o Any unsuitable applicants are rejected by scrutinising applications and exploring potential areas for concern at the interview.
- o Unsuitable appointments are not made by having at least one member of the interview panel trained in safer recruitment; carrying out all relevant pre-employment checks and ensuring all new staff and volunteers are given an appropriate induction.
- o To identify and manage any identified risks.
- o Maintain a safe and vigilant culture.

Disclosure and Barring Service (DBS) Checks

All new staff, visiting professionals and volunteers are to have a DBS check before commencing employment. Any failure to disclose convictions may result in disciplinary action or dismissal. Any positive disclosures will be discussed with the Principal and the Safeguarding Governor. All this information will be kept on the personnel file. The DBS number and date of processing will be held on a secure database.

ADDITIONAL RELEVANT POLICIES/ PROCEDURES

- o LTA PREVENT DUTY Policy
- o LTA Universal Values Statement
- o LTA Data Protection Policy
- o LTA Staff Code of Conduct
- o LTA Student Code of Conduct

M - MEDIA AND INTERNET PROTOCOLS

Use of Photographic/Filming Equipment

There is evidence that some people have used dance and theatre as an opportunity to take inappropriate photographs or film footage of young people and adults at risk in vulnerable positions. Therefore, Laine Theatre Arts is committed to adhering to the appropriate guidelines detailed below.

Recording Images of Students

There have been concerns about the risks posed directly and indirectly to students through the use of photographs on websites and publications.

Therefore, the following protocols must be followed:

- o All students featured in photographs/recordings must be appropriately dressed.
- o Consent to record/post images of a student must be given by the student themselves, even if they are under the age of 18.
- o The photograph/recording should focus on the activity, rather than an individual Laine Theatre Arts staff may use video equipment as a legitimate teaching aid and means of recording special occasions with the consent of parents/carers and/or students.
- o Care should be taken in the dissemination and storage of the material.

Publishing Images of Students

- o Written consent must be obtained from parents/carers and/or students prior to images being used by Laine Theatre Arts will apply an increased level of consideration to the images of young people used on websites.
- o If a photograph/recording is used in publications or for publicity, personal details of students such as email addresses, home addresses and telephone numbers should never be revealed.

The use of Photographic/Filming Equipment by the Media

There is evidence that dance and theatre performance is sometimes used as an opportunity to take inappropriate photographs or film footage of young people. Therefore, the following guidelines must be always followed without exception:

- o If professional photographers are commissioned or the press is invited to an activity or event, it is important to ensure they are clear about our expectations of them in relation to the welfare of students.
- o The photographer/camera person must have bona fide identification and be able to produce it on request.
- o Participants and parents must be informed that a photographer/camera person will attend an event and their consent given to both the taking and publication of films or photographs.
- o Laine Theatre Arts will not allow unsupervised access to participants or one-to-one photo sessions at events/activities.
- o Laine Theatre Arts will not approve/allow photo sessions outside the event/activity.

The use of Photographic/Filming Equipment by Parents/Spectators

Parents and other members of an audience are not permitted to take photographs or films of any Laine Theatre Arts events. The exception is Graduation Day.

Emailing Students

For students, the safeguarding risks associated with email include:

- o Inappropriate access to, use or sharing of personal details.
- o Unwanted contact with students by adults with bad intent.

- o Being sent offensive or otherwise inappropriate material.
- o Online bullying by peers.
- o Grooming for sexual abuse.
- o Direct contact and abuse.

For adults, the risks include:

- o Misinterpretation of their communication with students.
- o Potential investigation (internal or by statutory agencies).
- o Disciplinary action.

To safeguard both the member of staff sending out the emails and the student receiving them, the College has the following strict protocols.

Staff, and all those associated either by contract or otherwise must not

- o Use personal email addresses or personal mobile telephones to contact/communicate with students.
- o Share their personal contact information with students.
- o Send emails that contain any offensive, abusive, or inappropriate language.
- o Send emails that are chatty and informal.

Staff, and all those associated either by contract or otherwise must, therefore,

- o Use work emails or ask the Student Administrator to send messages on their behalf, when communicating with students
- o Ensure that the content of messages and emails is appropriate and contains information on classes, rehearsals, or other College-related matters alone.
- o Ensure that the professional relationship and trust between the member of staff and the student is maintained.

The College's Child and Adult Protection and Disciplinary procedures will be invoked should any breaches of this protocol arise, including consultation with or referral to statutory agencies if indications of illegal activity (e.g., grooming for abuse) are suspected.

Social Networking Websites

Social networking services allow users to create their own content and share it with a vast network of individuals, sometimes referred to as online communities. Information about an event or messages about college life and news can be disseminated very quickly within online communities. The college considers the use of social media outlets and balances the benefits of creativity, spontaneity, and immediacy of communication with the potential risks, including the risks to students.

Potential risks can include, but are not limited to:

- o Bullying by peers and people they consider 'friends.
- o Posting personal information that can identify and locate a young person offline.
- o Sexual grooming, luring, exploitation, and abuse contact with strangers.
- o Exposure to inappropriate and/or content.
- o Involvement in making or distributing illegal or inappropriate content.
- o Theft of personal information.
- o Exposure to information and interaction with others who encourage any form of self-harm.

- o Exposure to racist or hate material.
- o Encouragement of violent behaviour, such as 'happy slapping'.
- o Glorifying activities such as drug taking or excessive drinking.
- o Physical harm to students in making video content, such as enacting and imitating stunts.
- o Risk-taking activities
- o Leaving and running away from home because of contacts made online.

No member of staff nor anyone associated either by contract or otherwise with a member of staff may participate with any young person in any 'player to player' remote gaming or by 'befriending' them on any social networking platform.

Laine Theatre Arts will always:

- o Follow the relevant legislation concerning good practice when engaging with social media companies.
- o Ensure that online safeguarding issues are fully integrated into its existing safeguarding strategy, policies, and procedures.
- o Work with Child Exploitation and Online Protection ("CEOP") service to further protect students online and offline.

Policy reviewed by Board of Directors. Date of next review: September 2027.