



Safeguarding  
For Children, Young People  
and  
Adults at Risk  
Best Practice Guidelines  
For Arts Sector Organisations

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## FOREWORD

The Arts Council of Northern Ireland is the lead development agency for the arts in Northern Ireland. We are the main support for artists and arts organisations offering a broad range of funding opportunities through our Exchequer and National Lottery funds.

The Arts Council is committed to providing a high level of service to all our clients whether individual artists or arts organisations.

As the lead development organisation for the arts in Northern Ireland, we believe that :

- The welfare of the child , young person and adults at risk is paramount .
- All children , young person and adults at risk whatever their age , culture, disability , gender, language, racial origin, religious beliefs and / or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse should be taken seriously and responded to swiftly and in an informed manner.
- Staff and volunteers should be clear on how to respond appropriately.

Organisations who develop procedures and guidelines in relation to the protection of children , young people and adults at risk will help to reduce the possibility of abuse .

The Arts Council would like to thank Volunteer Now and those members of the working group for giving their time and expertise to ensuring that the overarching child protection guidelines presented provides a relevant and informative resource for organisations to ensuring that their own guidelines and policy represent good practice in relation to working with children, young people and adults at risk

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**Designated Safeguarding Officer / Adult Safeguarding Champion**

## INTRODUCTION

An organisation working with children, young people and adults at risk should aim to provide activities that will encourage learning and developmental opportunities and assist them to develop new skills within a safe environment. By developing Safeguarding procedures and guidelines, organisations will help to minimise the potential for abuse and create a positive environment for everyone involved. A Safeguarding policy is therefore designed to protect children, young people and adults at risk from harm and abuse, protect workers against false allegations and protect the reputation of the organisation.

There is a moral obligation on anyone who is involved with children, young people and adults at risk to provide them with the highest possible standard of care.

.For those organisations which have staff or volunteers subject to any level of vetting under Safeguarding Vulnerable Groups (NI) Order 2007, as amended by the Protection of Freedoms Act 2012. There is a legal responsibility, under the common law for all organisations to take reasonable steps to ensure the safety and wellbeing of all children ,young people and adults at risk in their care

The Volunteer Development Agency now known as Volunteer Now developed overarching Safeguarding guidelines on behalf of the Arts Council of Northern Ireland, for use by organisations within the arts sector in Northern Ireland. This resource document outlines legislative and good practice guidelines for working with children, young people and There is a legal responsibility, under the common law for all organisations to take reasonable steps to ensure the safety and wellbeing of all children ,young people and adults at risk in their care. Organisations should take these guidelines and adapt them to suit their specific activities and organisational structure.

A steering group was formed as part of the review and development process. We would like to acknowledge the following individuals and extend our gratitude for their valued input:

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Our Duty To Care Team  
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## TERMS USED IN THE GUIDELINES

Throughout this document, the following applies when reference is made to:

**Child/children/young people** – to promote best practice, the definition adopted is a person under 18 years of age, as defined under The Children (NI) Order 1995 and the United Nations Convention on the Rights of the Child.

**Adult at Risk** - is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) personal characteristics  
AND/OR
- b) life circumstances

Personal characteristics may include, but are not limited to, age, disability, special educational needs, illness, mental or physical frailty or impairment of, or disturbance in, the functioning of the mind or brain. Life circumstances may include, but are not limited to, isolation, socio-economic factors and environmental living conditions.

**An 'Adult in need of protection'** is a person aged 18 or over, whose exposure to harm through abuse, exploitation or neglect may be increased by their:

- a) personal characteristics  
AND/OR
- b) life circumstances  
AND
- c) who is unable to protect their own well-being, property, assets, rights or other interests;  
AND
- d) where the action or inaction of another person or persons is causing, or is likely to cause, him/her to be harmed.

The decision as to whether the definition of an 'adult in need of protection' is met will demand the careful exercise of professional judgement applied on a case by case basis. This will take into account all the available evidence, concerns, the impact of harm, degree of risk and other matters relating to the individual and his or her circumstances. The seriousness and the degree of risk of harm are key to determining the most appropriate response and establishing whether the threshold for protective intervention has been met.

**Disability** - the Disability Discrimination Act 1995 defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities".

**Parent/Guardian** - individuals who have parental responsibility for children, as defined by The Children (NI) Order 1995.

**Parental responsibility** (defined by The Children (NI) Order 1995) - the natural mother always has parental responsibility. The natural father gains parental responsibility:

- If married to mother at time of birth or subsequently marries her.

- Through an Agreement witnessed by solicitor or a Parental Responsibility Order.
- Post 15 April 2002 if they jointly register the child's birth.

**Worker(s)** – anyone who is engaged in work or voluntary activity with children, whether as a paid employee or as a volunteer

**Regulated position** (defined by The Protection of Children and Vulnerable Adults (NI) Order 2003) - those who, in the course of their normal duties, care for, train, advise, counsel or supervise, or are in sole charge of children as well as the supervisors/managers of individuals in regulated positions. Management Boards and Governing Bodies of organisations involved with children are also included.

**Regulated activity** On the **10<sup>th</sup> September 2012, new safeguarding arrangements** came into effect in Northern Ireland, arising from the Protection of Freedoms Act. This includes a new and more limited definition of regulated activity which will reduce the number and scope of positions which are eligible for a criminal record check with Barred List information.

#### **What will not change?**

- There is no change to the requirement for organisations to make a check against the relevant Barred List before employing/offering a volunteering role in regulated activity
- There is no change to the requirement to refer to the ISA/DBS, any individual who has harmed, or who poses a risk of harm to vulnerable groups
- There is no change to the AccessNI service in Northern Ireland or its functions in providing disclosure certificates.

#### **Regulated activity relating to children and young people ?**

From 10 September 2012 regulated activity relating to children includes:

1. Unsupervised activities: teaching, training, instructing caring for or supervising children, providing advice/guidance on well being, driving a vehicle only for children.
2. Work for a limited range of establishments (specified places) with opportunity for contact with children for example schools, children's homes, childcare premises, children's hospital. Work undertaken by supervised volunteers in these places is not regulated activity.

Work under 1 or 2 is regulated activity if undertaken **regularly**. Regular means carried out by the same person frequently (once a week or more) or on 4 or more days in a 30 day period or overnight.

3. Relevant personal care, for example washing or dressing, or health care by or supervised by a professional; (even if carried out once)

#### 4. Registered child-minding and foster care.

The largest impact on arts organisations is from the new definition of Regulated Activity. It is imperative that an arts organisation understands the new definition so they can apply it as outlined above.

The tricky part of the new definition is in understanding if someone is unsupervised. In the arts sector the concept of supervision can be difficult to define. Government has stipulated that the level of supervision would be determined by the organisation to the degree that was reasonable to protect children.

Arts organisation you have been entrusted with the responsibility of defining supervision in a way that is appropriate for their own specific context and environment.

There may be additional statutory and / or sector guidance but you should now define supervision so that you have a workable definition of Regulated Activity which can be applied immediately.

#### **Regulated activity relating to adults**

The new definition of regulated activity for adults no longer labels adults as 'vulnerable'. Instead the definition identifies the activities that, if an adult needs them, lead to that adult being considered vulnerable at that particular time. This means that the focus is on the activity or service required by the adult – not the setting in which the activity or service is received. The focus is removed from the personal characteristics or circumstances of the adult receiving an activity or service.

There are **six categories of workers who fall into the new definition of regulated activity** relating to adults. Those who provide:

##### **1. Health Care**

Regulated health care professionals or those acting under the direction or supervision of a health care professional, for example, doctors, nurses, health care assistants, physiotherapists.

##### **2. Personal Care**

Assistance with washing, dressing, eating, drinking and toileting, or teaching someone to do one of these tasks.

##### **3. Social work**

Provision of social work by a social care worker which is required in connection with any health services or social services.

##### **4. Assistance with general household matters**

Includes helping a person with their cash, bills or shopping because of their age, illness or disability.

## **5. Assistance in the conduct of a person's own affairs**

Including enduring power of attorney, or deputies appointed under the Mental Health Order.

## **6. Conveying**

Conveying adults because of age, illness or disability to, from or between places where they receive healthcare, personal care or social work.

There is **no requirement** for a person to do any of the identified activities a certain number of times before they are engaging in regulated activity.

## **Process**

Employers and voluntary organisations will retain the responsibility to request an **Enhanced Disclosure certificate with a Barred List check for any individual they wish to appoint into regulated activity**. It is an offence to knowingly employ a barred person in regulated activity in a paid or unpaid capacity.

Employers and voluntary organisations **can request an Enhanced Disclosure certificate without a Barred List check for those individuals they intend to appoint in positions which are no longer defined as regulated activity**, but where there is a significant degree of contact with vulnerable groups.



## **SAFEGUARDING POLICY STATEMENT**

A Safeguarding policy statement should highlight an organisation's commitment to practice that promotes the welfare of children, young people and adults at risk and protects them from harm.

A Safeguarding policy and related procedures and practice should be reviewed at regular intervals, **at least once every three years.**

An organisation can endeavour to safeguard by:

- following carefully the procedures laid down for recruitment and selection of staff and volunteers;
- providing effective management for staff and volunteers through supervision, support and training;
- reporting concerns to statutory agencies who need to know and involving parents/guardians and children, young people and adults at risk appropriately;
- adopting Safeguarding guidelines through a code of behaviour;
- sharing information about Safeguarding and good practice with children, young people, adults at risk, parents/guardians, staff and volunteers;
- ensuring general safety procedures are adhered to.

## RECRUITMENT AND SELECTION

Robust recruitment and selection procedures will help organisations to screen out unsuitable individuals and prevent them from working with children, young people and adults at risk. Organisations should recruit and appoint all workers in accordance with relevant current legislation and actively seek to equally offer employment and volunteering opportunities according to their Equal Opportunities Policy. The following information outlines legislative requirements and good practice guidelines for safer recruitment and selection in relation to Safeguarding , as well as issues pertaining to other fundamental organisational policies (e.g. Recruitment and Selection Policy).

Organisations should:

- provide a clearly defined job/volunteer role description for all staff and volunteer positions.
- identify if a job/volunteer role is 'regulated' as defined under the Safeguarding Vulnerable Groups (NI) Order 2007, as amended by the Protection of Freedoms Act 2012.
- adhere to an open recruitment process and advertise all positions to ensure their availability to the whole community.
- use an application form to gather key information from an interested candidate in relation to the position. The job/volunteer role description should be sent to all candidates, along with information about the organisation and a copy of its Safeguarding policy.
- require applicants working with children , young people and adults at risk to declare any past (including spent) criminal convictions, cautions and cases pending against them under the Rehabilitation of Offenders (Exceptions) Order (NI) 1979. Applicants should be asked to sign a declaration form stating that there is no reason why they should be considered unsuitable to work with children, young people and adults at risk . This information must be dealt with in a confidential manner and not used to discriminate against applicants unfairly.
- short-list applicants according to their suitability for the position. Ultimately, the best person for each position should be appointed and all applicants fairly treated.
- interview all applicants for positions which will lead them into contact with children, young people and /or adults at risk whether voluntary or paid, before the position is offered. At least two representatives should interview the short listed applicants.
- ask applicants to provide two references.
- take up at least two references in writing for the preferred candidate, one of which should be from a previous employer or volunteer coordinator. An

organisation should ask questions that relate directly to a person's suitability for working with children, young people and /or adults at risk.

- following a conditional offer of employment/volunteering appointment, an AccessNI check should be requested on the preferred applicant. An Enhanced Disclosure Certificate is required for Regulated Positions ([www.accessni.gov.uk](http://www.accessni.gov.uk)).

- consider the results of the disclosure check and confirm or withdraw an offer of employment/volunteering role, based on the information received.

- issue an Employment Contract to staff or a Volunteer Agreement to volunteers.

- workers may be contracted for a project that requires regular input over a period of time (i.e. their input will be a couple of days per month or one week every couple of months, as opposed to consecutive days for a specified period). An organisation should consider the implications of these 'breaks in employment' (i.e. the period of time in between their input into the project). An organisation may consider developing a consultancy contract as a viable option to cover a specified period of time, where an individual will regularly undertake duties within a given role and project.

- decide how long a consultancy contract will be valid for, taking issues such as 'breaks in employment' into account and ensuring that safeguards for protecting children, young people and adults at risk are maximised at all times. Standard good practice would be to request an AccessNI check every twelve months for workers who are contracted on a consultancy basis. Organisations should ensure that this is applied consistently to all workers (e.g. if an organisation contracts workers on a consultancy basis for a period of twelve months, it should check all contracted workers once a year and before contracts are renewed).

- in all instances, an AccessNI check must be carried out on the preferred candidate prior to confirming their offer of employment or volunteering position. A new check should be carried out prior to renewing a consultancy contract or in such instances where an individual is contracted, in a paid or voluntary capacity, in another role during their current contract.

- AccessNI checks for volunteers are mostly free of charge.

Organisations should bear in mind that while an AccessNI check is a crucial element for screening out unsuitable individuals, the results of a check are only valid for the day on which it is undertaken. Therefore, the importance of other procedures and guidelines should be implemented at all times (e.g. robust recruitment and selection procedures, effective management of workers, development and implementation of guidelines such as code of behaviour).

**“What if an individual has been known to an organisation for a significant period of time, do they still need to be screened?”**

Never assume that an individual is safe to work with children, even if they have been known to an organisation for a number of years.

A robust recruitment and selection procedure will help to screen out unsuitable individuals and safeguard children against harm and abuse.

The recruitment and selection procedure should be applied consistently to all workers.

**“What if an organisation is going to use a facilitator from overseas?”**

From October 3<sup>rd</sup> 2016, Access NI will automatically seek criminal information from the home countries of EU citizens from the following nationality; German, Lithuanian, Polish, Portuguese, Romanian, Spanish, French, Italian, Slovakian.

## **EFFECTIVE MANAGEMENT OF STAFF AND VOLUNTEERS**

Organisations should ensure that all workers are aware of organisational policies and procedures.

### **Induction**

Organisations should introduce all new workers to organisational policies, procedures, guidelines and activities. Workers should know and understand the boundaries within which they must operate and sign a contract to acknowledge that they have received, read and understood the relevant policies. All workers should receive a copy of the Safeguarding policy and any queries should be identified and addressed.

### **Training**

In addition to induction training, all workers should receive training that is specific to their roles. Staff and volunteers (including Designated Officers and Management Committee members) should receive Safeguarding training to include a basic awareness and understanding of issues to be able to recognise the symptoms of possible abuse. They should know how to react, respond and report in the correct manner and deal with issues such as confidentiality. Staff and volunteers should receive clear guidelines on appropriate behaviour with children, young people and / or adults at risk .

### **Probationary/trial period**

All new appointments (paid and unpaid) should be conditional on a satisfactory period of work. Staff should have a probationary period and all volunteers should undergo a trial period. Positions should not be confirmed until an organisation is confident that the applicant is suitable for the position. This will be undertaken within an agreed period of time, at the end of which the post should be reviewed and confirmed or not.

### **Support and supervision**

Workers should meet their line manager/supervisor at regular intervals to assess their progress and identify any additional training needs. This provides support for workers and gives them an opportunity to talk, in confidence, about any uncertainties or problems they may have. Sessions can be used to look at relevant policies as required, such as the Safeguarding policy.

Support and supervision sessions can be formal (e.g. a meeting) or informal (e.g. observation of workers) and conducted on a one-to-one basis or in small groups. An organisation should select the best method for its structure and workers and may decide to use a combination of methods that are time bound and role specific (e.g. a formal, one-to-one meeting with workers every three months with a group meeting every six months, supported by ongoing observation and informal chats).

If the person observing a worker has a concern, the process may become more formal, depending on the seriousness of the incident. For example, after

witnessing something which has given them cause for concern, the line manager/supervisor may speak to the worker to resolve the issue, making a note of this in the worker's file. If necessary, the line manager/supervisor may then arrange to meet with the worker to discuss the issue in more detail and decide on an appropriate course of action (e.g. future training).

A written record of formal support and supervision sessions should be kept in a confidential file by the manager/supervisor.

### **Appraisal/review**

Staff should be appraised and volunteers reviewed no less than once every twelve months, with the aim of reviewing the achievements over the last year and identifying any difficulties or gaps. The session should also identify future support, training and development needs.

## **REPORTING CONCERNS**

Organisations should highlight its dedication to ensuring that staff and volunteers respond appropriately to concerns, allegations or disclosures of abuse and harm, by:

- providing guidelines about what constitutes suspicion or a safeguarding concern;
- providing guidelines about how to respond to concerns and disclosures;
- developing a procedure for recording and reporting information in a confidential manner;
- appointing a Designated Officer to deal with safeguarding issues.

### **What may constitute a concern about a child, young person and adults at risk?**

A concern relates to the possibility of a child, young person and / or adult at risk suffering harm or abuse. Indicators of this may include:

- sudden, unexplained or worrying changes in behaviour (e.g. becoming withdrawn, displaying sudden outbursts of temper or displaying inappropriate sexual awareness for their age).
- physical signs or symptoms that may be indicative of abuse (e.g. unexplained or suspicious injuries or for which the explanation given seems inconsistent, or physical appearance such as weight loss for no apparent reason or a dirty or unkempt appearance).
- worrying remarks made by a child, young person and adult at risk.
- a situation where a child, young person and adult at risk has been exposed to potential risk of harm.

Due to the nature of expressivity involved with all arts forms, workers should be aware that individuals may express their emotions in different ways. Any concerns about a child should be reported in line with the reporting procedure.

### **The following may be applicable for working with individuals with a disability:**

- the nature of the disability may appear to 'explain' signs and symptoms (e.g. bruising, inappropriate sexual behaviour).
- a child, young person and adult at risk may often be more dependant on adults (e.g. physical contact & support needs, intimate care) and may be cared for by a number of adults.
- a child, young person and adult at risk may be unable to recognise abusive behaviour and differentiate between appropriate and inappropriate touch.

- Children, young people and adults at risk with communication or language difficulties may be unable to convey an experience to others and it may be difficult to convey information to them.
- workers may have a greater reluctance to accept that children, young people and adults at risk with a disability can be abused.

### **Definitions for Child Abuse:**

#### **Neglect**

- Persistent or significant failure to meet a child's physical, emotional and/or psychological needs, likely to cause significant harm.
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to medical care or treatment and lack of stimulation or supervision.
- It also may include non-organic failure to thrive.

#### **Physical Abuse**

- Deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering.
- This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocation, confinement to a room or cot or inappropriate giving of drugs to control behaviour.

#### **Sexual Abuse**

- Sexual abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact including penetrative or non-penetrative acts.
- Sexual abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology).
- Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- They may include non-contact activities such as involving children in looking at or the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

#### **Emotional Abuse**

- Emotional Abuse is the persistent emotional maltreatment of a child. It



is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

- Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate.
- It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate.
- Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.
- It may cause conveying to a child that he/she is worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- It may involve a child to feel frightened or in danger or the exploitation or corruption of a child.
- Some level of emotional abuse is involved in all types of ill treatment, though it may occur alone.
- Domestic violence, adult mental health problems and parental substance misuse may expose a child to emotional harm. Domestic Abuse is defined as:  
*'threatening behaviour, violence or abuse, psychological, physical, verbal, sexual, financial or emotional, inflicted on one person by another where they are, or have been, intimate partners or family members, irrespective of age, gender or sexual orientation.'*

## **Exploitation**

- Exploitation the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, and engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

While not a form of abuse, we understand the need to be vigilant in The Arts with regards to the potential risk to children, young people and adults at risk of self-harm and suicide.

We are also vigilant to the potential for Female Genital Mutilation (FGM) and Forced Marriage.

### **Definitions for Abuse of Adults at Risk:**

Abuse is a 'single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to another individual or violates their human or civil rights'.

Abuse is the misuse of power and control that one person has over another. It can involve direct and indirect contact and can include online abuse.

"Adult Safeguarding: Prevention and Protection in Partnership" (DOH and DOJ, July 2015) outlines the main forms of abuse:

**Physical abuse** is the use of physical force or mistreatment of one person by another which may or may not result in actual physical injury. This may include hitting, pushing, rough handling, exposure to heat or cold, force feeding, improper administration of medication, denial of treatment, misuse or illegal use of restraint and deprivation of liberty.

Female Genital Mutilation (FGM) is considered a form of physical AND sexual abuse.

**Sexual violence** and abuse is 'any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability). 7

Sexual violence and abuse can take many forms and may include non-contact sexual activities, such as indecent exposure, stalking, grooming, being made to look at or be involved in the production of sexually abusive material, or being made to watch sexual activities. It may involve physical contact, including but not limited to non-consensual penetrative sexual activities or nonpenetrative sexual activities, such as intentional touching (known as groping). Sexual violence can be found across all sections of society, irrelevant of gender, age, ability, religion, race, ethnicity, personal circumstances, financial background or sexual orientation.

**Psychological/emotional abuse** is behaviour that is psychologically harmful or inflicts mental distress by threat, humiliation, or other verbal/non-verbal conduct. This may include threats, humiliation or ridicule, provoking fear of violence, shouting, yelling and swearing, blaming, controlling, intimidation and coercion.

**Financial abuse** is actual or attempted theft, fraud or burglary. It is the misappropriation or misuse of money, property, benefits, material goods or other asset transactions which the person did not or could not consent to, or which were invalidated by intimidation, coercion or deception. This may include exploitation, embezzlement, withholding pension or benefits or pressure exerted around wills, property or inheritance.

**Institutional abuse** is the mistreatment or neglect of an adult by a regime or individuals in settings which adults who may be at risk reside in or use. This can happen in any organisation, within and outside Health and Social Care (HSC) provision. Institutional abuse may occur when the routines, systems and regimes result in poor standards of care, poor practice and behaviours,

inflexible regimes and rigid routines which violate the dignity and human rights of the adults and place them at risk of harm. Institutional abuse may occur within a culture that denies, restricts or curtails privacy, dignity, choice and independence. It involves the collective failure of a service provider or an organisation to provide safe and appropriate services, and includes a failure to ensure that the necessary preventative and/or protective measures are in place.

**Neglect** occurs when a person deliberately withholds, or fails to provide, appropriate and adequate care and support which is required by another adult. It may be through a lack of knowledge or awareness, or through a failure to take reasonable action given the information and facts available to them at the time. It may include physical neglect to the extent that health or well-being is impaired, administering too much or too little medication, failure to provide access to appropriate health or social care, withholding the necessities of life, such as adequate nutrition, heating or clothing, or failure to intervene in situations that are dangerous to the person concerned or to others particularly where the person lacks the capacity to assess risk.

“Adult Safeguarding: Prevention and Protection in Partnership” does not include self harm or self-neglect within the definition of an ‘adult in need of protection’.

Each case will require a professional HSC assessment to determine the appropriate response and consider if any underlying factors require a protection response.

For example **self-harm** may be the manifestation of harm which has been perpetrated by a third party and which the adult feels unable to disclose.

**Exploitation** is the deliberate maltreatment, manipulation or abuse of power and control over another person; to take advantage of another person or situation usually, but not always, for personal gain from using them as a commodity. It may manifest itself in many forms including slavery, servitude, forced or compulsory labour, domestic violence and abuse, sexual violence and abuse, or human trafficking.

This list of types of harmful conduct is not exhaustive, nor listed here in any order of priority. There are other indicators which should not be ignored. It is also possible that if a person is being harmed in one way, s/he may very well be experiencing harm in other ways.

#### **Related Definitions**

There are related definitions which interface with Adult Safeguarding, each of which have their own associated adult protection processes in place.

**Domestic violence and abuse** is ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member’. Domestic violence and abuse is essentially a pattern of behaviour which is characterised by the exercise of control and the misuse of power by one person over another. It is usually frequent and persistent. It can include violence by a son, daughter, mother, father, husband, wife, life partner or any other person who has a close relationship with the victim. It occurs right across society, regardless of age, gender, race, ethnic or religious group, sexual orientation, wealth, disability or geography. The response to any

adult facing this situation will usually require a referral to specialist services such as Women's Aid or the Men's Advisory Project. In high risk cases a referral will also be made to the Multi-Agency Risk Assessment (MARAC) process. Specialist services will then decide if the case needs to be referred to a HSC Trust for action under the safeguarding procedures.

If in doubt anyone with a concern can contact the Domestic and Sexual Violence helpline (0808 802 1414) to receive advice and guidance about how best to proceed.

**Human trafficking/Modern Slavery** involves the acquisition and movement of people by improper means, such as force, threat, or deception, for the purposes of exploiting them. It can take many forms, such as domestic servitude, forced criminality, forced labour, sexual exploitation and organ harvesting. Victims of human trafficking/modern slavery can come from all walks of life; they can be male or female, children or adults, and they may come from migrant or indigenous communities.

**Hate crime** is any incident which constitutes a criminal offence perceived by the victim or any other person as being motivated by prejudice, discrimination or hate towards a person's actual or perceived race, religious belief, sexual orientation, disability, political opinion or gender identity. The response to adults at risk experiencing hate crime will usually be to report the incident to the Police Service.

### **Where might abuse occur?**

Abuse can happen anywhere:

- In someone's own home;
- At a carer's home;
- Within day care, residential care, nursing care or other institutional settings;
- At work or in educational settings;
- In rented accommodation or commercial premises; or
- In public places.

### **Who can abuse?**

Staff and volunteers should be aware that abusers come from all sections of society, all professions and all races and can be male or female.

### **Physical abuse**

Including - hitting, slapping, pushing, burning, giving a person medicine that may harm them, restraining or disciplining a person in an inappropriate way.

Possible signs - fractures, bruising, burns, pain, marks, not wanting to be touched.

### **Psychological abuse**

Including - emotional abuse, verbal abuse, humiliation, bullying and the use of threats.

Possible signs - being withdrawn, too eager to do everything they are asked, showing compulsive behaviour, not being able to do things they used to, not being able to concentrate or focus.

### **Financial or material abuse**

Including - misusing or stealing the person's property, possessions or benefits, cheating them, using them for financial gain, putting pressure on them about wills, property, inheritance or financial transactions.

Possible signs - having unusual difficulty with finances, not having enough money, being too protective of money and things they own, not paying bills, not having normal home comforts.

### **Sexual abuse**

Including - direct or indirect sexual activity where the adult cannot or does not consent to it.

Possible signs - physical symptoms including genital itching or soreness or having a sexually transmitted disease, using bad language, not wanting to be touched, behaving in a sexually inappropriate way, changes in appearance.

### **Neglect or acts of omission**

Including - withdrawing or not giving the help that an adult needs, so causing them to suffer.

Possible signs - having pain or discomfort, being very hungry, thirsty or untidy, failing health, changes in behaviour.

### **Discriminatory abuse**

Including - the abuse of a person because of their ethnic origin, religion, language, age, sexuality, gender or disability.

Possible signs - the person not receiving the care services they require, their carer being overly critical or making insulting remarks about the person, the person being made to dress differently from how they wish.

### **Institutional abuse**

We are aware of the diversity within our society and will seek to support all people regardless of their ethnicity, religious or community background, sexual orientation, gender identity or disability.



## **What is a disclosure?**

A disclosure is when a child, young person or adult at risk tells a worker that they have been or are being harmed or abused in some way. This may constitute physical, sexual or emotional abuse, or neglect or bullying.

## **Dealing with disclosure**

If a child, young person or adult at risk makes a disclosure, it is important that workers:

- stay calm - do not panic!
- reassure the child that they have done the right thing in telling.
- listen to what is being said, do not rush them or ask leading questions.
- do not promise to keep secrets, as the child's, young person's and / or adult at risk welfare is paramount and they must pass this information on to their Deputy/Designated Officer, Adult Safeguarding Champion.
- record in writing what was said and/or observed as soon as possible so that they do not forget any information and try to write exact words if possible.
- report without delay within the reporting procedure.
- record they made the report.

## **What is a concern or allegation about the behaviour of a worker?**

Inappropriate or unacceptable behaviour or communication, favouritism or negligence, or a breach in the code of behaviour may constitute a concern about the conduct of a worker.

An allegation about a worker occurs when a child, parent/guardian or another worker reports specific unacceptable behaviour where a child, young person and / or adult at risk has been harmed or abused in some way.

## **Responding to concerns, disclosures and allegations**

Workers should be aware that signs and symptoms are not a checklist or definite indicators that abuse or harm has occurred, as other areas of an individual's life may affect their behaviour at a given moment (e.g. separation anxiety, homesickness or bereavement). In some instances, it may be appropriate for a worker to check out a concern with the child, young person, adult at risk, parent/guardian, colleagues or supervisor.

Similarly, there will be times when it is inappropriate to do so, particularly (but not exclusively) in relation to a disclosure or an allegation. It is not the worker's responsibility to investigate a concern or decide if abuse or harm has occurred. Workers simply need to ensure that all information is passed to the Deputy/Designated Officer, Adult Safeguarding Champion without delay.

All concerns, disclosures and allegations should be recorded and passed to the Deputy/Designated Officer/Adult Safeguarding Champion as outlined in the reporting procedure, no matter how insignificant they may seem and regardless of whether they relate to situations internal or external to an organisation (i.e. any concerns connected to a family or school situation should be noted as well as concerns within an organisation).

Organisations should develop a pro forma to capture information and improve consistency (*Our Duty to Care, Appendix 19*).

If there is an emergency and the Deputy/Designated Officer /Adult Safeguarding Champion cannot be contacted, workers should know to contact Social Services, the PSNI or the NSPCC directly. These contact numbers should be contained within an organisation's Safeguarding policy and also be easily available in around the premises.

An organisation should also set up a confidential record, which should be kept separate from the ongoing records concerning a child's, young person , adult at risk progress and development.

**“What happens if a child , young person and / or adult at risk discloses something to a worker after a project/contract has ended?”**

Information which is disclosed to an individual after their contract or project has finished should be passed on to Social Services, the PSNI or the NSPCC.

## **Designated Officers**

Organisations should appoint a Designated Officer and, if resources and organisational structure allow for it, a Deputy Designated Officer. A Designated Officer should complete specialist training to deal with child protection concerns, disclosures and allegations. Their role is to:

- provide information and advice on training requirements in relation to safeguarding.
- ensure that Safeguarding policy and procedures are being followed.
- contact local statutory organisations (Social Services Gateway Team, the PSNI and/or NSPCC) about concerns and make a formal referral, if applicable. The general procedure is that the Deputy/Designated Officer, Adult Safeguarding Champion will contact a statutory organisation by phone and follow this up in writing.

Appointing a Designated Officer *and* a Deputy Designated Officer along with an Adult Safeguarding Champion means that if one Designated Officer is on holiday/off sick or if an allegation is made against them, this can be reported to the other Designated Officer. If an organisation does not have the capacity to appoint two individuals to this role, it should clearly outline the reporting procedure in the instance that the Designated Officer cannot be contacted or an allegation is made against them.

It would be suggested that your organisation include an Adult Safeguarding Champion within your reporting Procedure. You will need to appoint **an Adult Safeguarding Champion (ASC)** within your organisation.

All organisations, even small ones should nominate at least one person for dealing with adult safeguarding concerns, disclosures or allegations about actual or suspected abuse.

For those organisations which have staff or volunteers subject to any level of vetting under Safeguarding Vulnerable Groups (NI) Order 2007, as amended by the Protection of Freedoms Act 2013, this must be a nominated **Adult Safeguarding Champion (ASC)**

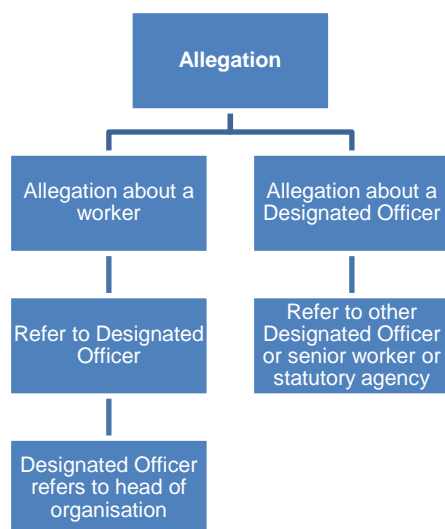


Please see Keeping Adults Safe: A Shared Responsibility Section 4.2 and resource 4.2 Role and Responsibilities of an Adult Safeguarding Champion for updated information.

## Allegations about a member of staff/volunteer

An allegation against a worker must be referred to the Deputy/Designated Officer, Adult Safeguarding Champion who should then pass it on to the head of the organisation.

Organisations should develop a reporting procedure to deal with an allegation against a Deputy/Designated Officer/Adult Safeguarding Champion. In the case of an allegation against one of the Designated Officers, a referral should be made to the other Designated Officer/ Adult Safeguarding Champion, an identified individual in a senior position (e.g. the Chairperson) or directly to a statutory agency. For example:



As well as following Safeguarding protection procedures and reporting allegations to the appropriate authorities (if appropriate), an organisation's own internal disciplinary procedure should be followed (*Our Duty to Care, Appendix 21*). The Deputy/Designated Officer/ Adult Safeguarding Champion will deal with the Safeguarding protection procedure and the head of the organisation will deal with the disciplinary procedure.

The Deputy/Designated Officer/ Adult Safeguarding Champion should liaise closely with statutory agencies and seek advice with regards possible concerns. There may be instances when an allegation may not necessarily lead to a referral to a statutory agency. For example, a one-off incident may be considered to be a training matter (e.g. a worker shouting at a child that has misbehaved - the worker may have family issues at home and be under a considerable amount of stress as a result and/or may not be confident with behaviour management, in which case training should be sourced and code of behaviour re-visited with the worker). Serious incidents should be referred to the PSNI.

If a referral about a criminal offence is made to the PSNI and it instigates a criminal investigation, an organisation should not conduct an internal investigation or gather evidence that could prejudice a criminal investigation.

## Referral to Disclosure and Barring Service .

Arts organisations need to be aware of their duty under the Safeguarding Vulnerable Groups (NI) 2007 Order to refer information to the Disclosure and Barring Service (DBS) in certain circumstances.

Organisations delivering services and activities to adults at risk must ensure they comply with disclosure and barring arrangements which are in place through law and/or best practice.

The following information should be read in conjunction with Volunteer Now publication Keeping Adults Safe – A Shared Responsibility Resource 2.5 AccessNI Information. April 2017.

### Disclosure arrangements

The Safeguarding Vulnerable Groups (NI) Order 2007, as amended by the Protection of Freedoms Act 2012 defines 'regulated activity' with children and adults. Regulated activity is work which a Barred person must not undertake. It is a criminal offence for a Barred person to seek or undertake work from which they are Barred, and it is an offence for organisations to 'knowingly employ' a staff member or involve a volunteer in regulated activity if they are Barred. Organisations must require applicants to produce an Enhanced Disclosure Certificate with Barred List Check from AccessNI if they are going to be engaged in regulated activity.

### What is regulated activity?

The following categories of people (and anyone who provides day to day management or supervision of those people) fall within the definition of regulated activity:

**1. Providing health care** - any health care professional providing health care to an adult or anyone providing health care to an adult under the direction or supervision of a health care professional.

A **health care professional** is a person who is regulated by one of the following professional regulators:

- General Medical Council,
- General Dental Council
- General Optical Council
- General Osteopathic Council
- General Chiropractic Council
- Pharmaceutical Society of Northern Ireland
- Nursing and Midwifery Council
- Health Professions Council.

**Health care** includes all forms of health care provided for adults, whether relating to physical or mental health, and includes palliative care. This includes diagnostic tests and investigative procedures. Health care also includes procedures that are similar to forms of medical or surgical care that are not provided in connection with a medical condition. An example of this is taking blood from a blood donor or cosmetic surgery.

The provision of psychotherapy and counselling (including over the telephone) to an adult which is related to health care the adult is receiving from, or under the direction or supervision of, a health care professional, is regulated activity. Life coaching is excluded.

First aid, when any person administering the first aid is doing so on behalf of an organisation established for the purpose of providing first aid (for example, St John Ambulance Service), is regulated activity. This includes first aid given by First Responders. However, a worker employed for another purpose who volunteers, or is designated, to be that organisation's firstaider is not in regulated activity.

Members of peer support groups, staff in community pharmacies, opticians, GP surgeries and dental practices who do not provide health care are not in regulated activity.

**2. Providing personal care** - Anyone providing physical assistance, prompts and supervision, training, guidance or instructions to an adult with eating, drinking, toileting, washing, bathing, dressing, oral care or care of the skin, hair or nails because of the adult's age, illness or disability.

Excluded from regulated activity is any physical assistance provided to an adult in relation to the care of their hair when that assistance relates only to the cutting of the adult's hair. Hairdressers who cut the hair of patients and residents in hospitals and care homes are not engaging in regulated activity.

Illustrative examples:

a) A care assistant in a care home who cuts and files an adult's nails to keep the nails short and safe, because the adult cannot do it themselves, because, for example, they cannot see well enough, is engaging in regulated activity.

b) A beauty therapist who attends a day care centre once a week and provides manicures for anyone who would like one, instead of for people who need them because of their age, illness or disability, is not engaging in regulated activity.

c) A volunteer who prepares and serves a meal to an adult in their own home (but does not feed the adult) is not engaging in regulated activity. To be engaged in regulated activity you must provide physical assistance to the person, for example spoon feeding that person, or you must be prompting and supervising (for example, prompting and supervising a person with dementia, because without it they would not eat), or you must be training or instructing (for example, teaching a person who has suffered a stroke to eat using adapted cutlery).

**3. Providing social work** - A social care worker providing social work in connection with any health or social services, including assessing or reviewing the need for these services, and providing ongoing support to clients.

**4. Assistance with general household matters** - Anyone providing day to day assistance to an adult because of their age, illness or disability, where that assistance includes managing the person's cash, paying the person's bills and/or shopping on their behalf. Illustrative examples:

a) A volunteer who collects shopping lists and the cash to pay for the shopping from older adults' homes, who then does the shopping on their behalf, is engaging in regulated activity.

b) A befriender who helps a disabled person compile their weekly shopping list is not in regulated activity.

**5. Assistance in the conduct of a person's own affairs** - Anyone who provides assistance in the conduct of a person's own affairs by virtue of:

- The Enduring Powers of Attorney (NI) Order 1987;

- An order or direction in relation to a person's property and affairs of the High Court under the Mental Health (NI) Order 1986;

- Being appointed a controller by the High Court under the Mental Health (Northern Ireland) Order 1986;

and/or

- Receiving payments on behalf of that person under the Social Security Administration (Northern Ireland) Act 1992.

**6. Conveying** - Anyone who transports an adult, who requires it because of their age, illness or disability, to or from a place where they have received or will receive health care, personal care or social care (health care, personal care or social care are outlined above).

Hospital porters, Patient Transport Service drivers and assistants, employees of the Northern Ireland Ambulance Service Health and Social Care Trust and staff within an emergency department who transport an adult because of their age, illness or disability to or from places where they have received, or will be receiving, health care, personal care or social work are also included in regulated activity.

Conveying does not include licensed trips taken for purposes other than to receive health care, personal care or social work (for example, trips for pleasure are excluded).

Illustrative examples:

a) A person who volunteers to take an adult to and from their GP appointment on behalf of a community group is in regulated activity. It would not matter if that person knows, or is friends with, the adult they were taking to the appointment if the conveying is on behalf of the group.

b) A friend who takes their neighbour to a hospital appointment would not be in regulated activity, as this is a personal relationship.

Regulated activity continues to exclude any activity carried out in the course of family relationships, and personal, non-commercial relationships.

### **Barring arrangements**

The Disclosure and Barring Service (DBS) is responsible for maintaining the list of individuals barred from engaging in regulated activity with children and/or adults across England, Wales and Northern Ireland.

Organisations who have permanently removed an individual from regulated activity (or would have done had the employee/volunteer not left) because of harm or risk of harm to an adult, are required by law to refer the individual to the DBS who will then consider inclusion on a Barred list.

Guidance on how to refer and in what circumstances is available from the DBD website

**[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)**

Individuals who have been convicted or cautioned for very serious offences against children or adults at risk will be automatically barred. A list of relevant offences is available on the DBS website listed above.

**R**

Organisations should develop a code of behaviour for workers to ensure the safety and welfare of children, young people and adults at risk. It should outline acceptable and unacceptable behaviours which all workers are expected to adhere to and they should be encouraged to highlight any issues or areas about which they are uncertain. Failure to comply with the code of behaviour should result in disciplinary action (staff) and sanctions (volunteers).

A code of behaviour should be explained to all new members, children, young people and adults at risk, and adults (parents/guardians and workers). Workers must ensure it is applied consistently so that children, young people and adults at risk know what to expect and to encourage acceptable behaviour. Workers should also ensure that they focus on their role and take their responsibilities seriously at all times.

**Examples for a code of behaviour for workers**

**Do**

- Be supportive, approachable and reassuring.
- Show respect, be patient and listen to children, young people and adults at risk.
- Respect a person's right to personal privacy.
- Treat and value children, young people and adults at risk as individuals.
- Treat children, young people and adults at risk with consistency, fairness and equality.
- Set a good example by using appropriate attitude, demeanour & language at all times.
- Wear clothing that is appropriate to the art form and artistic need.
- Offer support and empathy in a manner appropriate to age, stage and gender - always in an open and transparent/guardian manner and within context e.g. if child distressed.
- Ensure that any time spent with children, young people and adults at risk takes place in as open a setting as possible.
- Provide clear instruction, clarify meaning and establish clear boundaries.
- Involve children, young people and adults at risk in the decision making process as much as possible (e.g. activities).
- Focus on the child, young person and adult at risk and what they really want to do (i.e. it is more damaging to push an individual who is not ready, for example, to take part in a performance).
- Encourage leadership, responsibility and participation in activities.
- Encourage children, young people and adults at risk to do as much as possible for themselves and instil confidence - support them to make choices and to find acceptable ways to express their feelings. This will enable children, young people and adults at risk to have the self-confidence and vocabulary to resist inappropriate approaches.
- If there is a need to change clothes, separate changing facilities should be used.

Some activities may involve discussion about sensitive topics, such as drugs, bullying or racism. Workers should ensure that such activities are appropriate to the age and stage of the participant in the group, within context and only allow this to take place with guidance and within a controlled environment (e.g. a role play activity).

- Spending periods of time alone with children, young people and adults at risk . An adult who needs to take a child young people and adults at risk aside (e.g. time out after misbehaviour) should stay within the sight of others. If it is necessary to enter a separate room, use a room with visual access (e.g. a window) and leave the door open. Another adult should know, be vigilant and within ear shot if possible. A written record should be made and kept on file.
- Physical contact that is out of the art form context. Any required physical contact should only take place with the child's, young person and adult at risk consent, within context and any resistance should be respected.\*
- Taking children , young people and adults at risk alone in a car on journeys, no matter how short. If this is necessary, try to take more than one child and ensure that they are seated in the back of the vehicle. It should also only take place with the full knowledge and consent of the leader/supervisor in charge and parents/guardians. They should also know the route that will be taken and the estimated time of arrival.

\*Some art forms will require a greater amount of physical contact than others. Please see guidelines on Physical

## Contact and Appendix One.

### Never

- Show favouritism towards a child, young person and adult at risk.
- Promise to keep secrets.
- Belittle or demean children, young people and adults at risk or other workers.
- Shout at/argue with children ,young people and adults at risk or other workers in a humiliating/patronising/threatening manner.
- Embarrass, ignore or single out a child, young person and adult at risk
- Give unnecessary orders or orders which humiliate/instigate fear in others.
- Allow or engage in inappropriate touching (hugging, kissing, hitting, smacking etc.)
- Engage in sexually provocative/inappropriate games (including horseplay). Any contact activities must be part of the planned activities for the group and clearly supervised.
- Make sexually suggestive comments about or to a child, young person and adult at risk even in jest.
- Abuse privileges/own position.
- Give your personal contact details ; organisational details should be used instead.
- Text/telephone/e-mail children , young people and adults at risk on a one-to-one basis unless with parental consent and for a specific purpose.
- Invite/accept invites from children , young people and adults at risk for social networking websites.
- Let allegations a child, young person and adult at risk makes/a concern go unrecorded or leave issues unresolved.
- Teach or give instruction that is outside your remit.
- Be under the influence, or recovering from the effects of, alcohol/illegal substances.
- Leave participants unsupervised.
- Allow children, young people and adults at risk to use language that is deemed inappropriate or offensive to others within the group.
- Do things of a personal nature for children, young people and adults at risk that they can do themselves.
- Take children, young people and adults at risk to your home (or their own home if a parent/guardian/carer is not there to meet them).

Workers should be positive role models for children, young people and adults at risk in areas such as friendliness, care, respect and courtesy. Workers should praise and endorse desirable behaviour, such as kindness and willingness to share, and avoid situations where a worker's attention is received only in return for undesirable behaviour.

Shouting at a child, young person and adult at risk in a threatening, patronising or derogatory manner is unacceptable; however, appropriate shouting within the context of an activity (e.g. rehearsals or a theatre performance) may be required when children need to be alert and ready

to respond. In many instances, workshops and technical rehearsals involve loud music, participants are excited and boisterous, the environment is often chaotic and the schedule may be running behind time. The importance of following direction and instruction given by the artistic team in these situations may make shouting appropriate and contextual as part of the learning process for participants.

A code of behaviour (or a group agreement) should be developed for children, young people and adults at risk which outlines appropriate and inappropriate behaviours (including language), which should be valid for the duration of a group's involvement with an organisation (e.g. on an annual basis or for a one-off workshop). It is good practice to involve children, young people and adults at risk in developing a code of behaviour that is specific to their activity. The following key principles should apply:

<b>Do</b>	<b>Do not</b>
<ul style="list-style-type: none"> <li>• Wear clothing that is appropriate to the activity.</li> <li>• Include and encourage the participation of other group members.</li> <li>• Listen to others.</li> <li>• Ask questions if you are unsure about something.</li> <li>• Respect other children and adults at all times.</li> <li>• Use allocated toilet and changing facilities.</li> <li>• Tell a leader straight away if you (or another child, young person adults ) feel uncomfortable or frightened by the actions or words of another adult or child.</li> <li>• Say 'no' if you feel uncomfortable at any time (e.g. during an activity).</li> <li>• Follow safety guidelines and instructions for an activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Shout.</li> <li>• Swear or use inappropriate language.</li> <li>• Make fun of others.</li> <li>• Exclude or make assumptions about others.</li> <li>• Fight/push/pull/hit/nip/bite – even in fun.</li> <li>• Tell jokes or stories that are rude or may offend or hurt others.</li> <li>• Run in corridor areas/backstage.</li> <li>• Keep bullying or inappropriate behaviour a secret.</li> <li>• Promise to keep secrets.</li> <li>• Use mobile telephones during activities (including breaks).</li> </ul>

A specific code of behaviour should be drawn up with a group and its importance explained, with regards ensuring their safety while participating in an activity.

Depending on the age and stage of the group, the content should be discussed with members to ensure they understand and agree with the boundaries and understand the sanctions for breaching it.



Organisations working with children and adults (aged 18 and over) should develop and implement procedures and provide guidance to protect all participants. Organisations should ensure that all participants are aware of, and adhere to, the code of behaviour. If supervisory responsibilities are to be given to a participant, they should be subject to an AccessNI check ([www.accessni.gov.uk](http://www.accessni.gov.uk)).

Participants aged 18 and over should be made aware of issues such as appropriate behaviour (including language and topics of conversation) and being a good role model to the younger participants within the group. Daytrips and residential activities should be carefully planned, with particular attention given to accommodation needs and supervision of group members.

## **PHYSICAL CONTACT**

There will be instances when physical contact with a child, young person , adult at risk is unavoidable. Organisations should provide guidance about what is considered acceptable and unacceptable physical contact. Some examples include:

### **Appropriate**

- Context dependent touch within a controlled and supervised environment  
(e.g. demonstrations for dance, music, drama, craft - or singing e.g. a teacher demonstrating a breathing technique).
- Administration of first aid (with parental consent and only by a trained first-aider).
- Assistance to avoid embarrassment (e.g. offering to help a child to their feet if they fall).
- Support & guidance for performing arts such as drama, dance, circus and musical theatre (e.g. lifting/positioning/spotting).
- Offering comfort to a distressed child, young person , adult at risk in response to their respective needs.
- Preventing injury (e.g. catching a falling child, appropriate restraint).
- Handshake and 'hi-fives'
- Group hug at the end of class/following a performance as a means of congratulations.
- Undertaking personal care (e.g. for very young or disabled children, young person , adult at risk) only with the full consent of parents/guardians and, if possible, by a worker of the same gender. In an emergency, personal care should only be undertaken with the full consent of a leader/supervisor and parents/guardians should be fully informed as soon as possible, if it was not possible to contact them beforehand.
- Fitting/checking/fixing microphones and sound equipment.
- Taking measurements/fittings for costume.

- Emergency costume repairs (e.g. while a child is wearing a costume during a performance).
- Fitting harnesses/checking safety equipment for 'flying'.
- Assisting children with planned costume changes in the wings/backstage.

### **Inappropriate**

- Touch which is unnecessary/unexplained/out of context/out of normal environment/in response to adult's needs/without consent.
- Sustained and prolonged 'appropriate' touch.
- Kissing and hugging.
- Touch in breast, groin or buttocks.
- Horseplay (adults – child; between peers).
- Sexual gestures.
- Slapping/hitting (even in jest).
- Holding hands (unless in context e.g. assisting very young children with crossing the road).

### **In addition, physical touch should only occur:**

- after the type of contact within an activity and reason for it has been explained to the child, young person , adult at risk.
- when the child's, young person , adult at risk consent has been gained.
- in an open and transparent/guardian manner, preferably in view of others.
- when it is appropriate to the age and developmental stage of the child, young person , adult at risk.
- in response to the particular needs of the child young person , adult at risk.
- when it is not in breach of appropriate physical contact guidelines.
- as lightly and sensitively as possible.
- care should also be taken to avoid standing behind the child, young person , adult at risk whenever possible.

## Physical contact

There will be instances when physical contact is unavoidable. Organisations should provide guidance about what is considered acceptable and unacceptable physical contact. Some examples include:

### Appropriate

- Context dependent touch within a controlled and supervised environment (e.g. demonstrations for dance, music, drama, craft - or singing e.g. a teacher demonstrating a breathing technique).
- Administration of first aid (with parental consent and only by a trained first-aider).
- Assistance to avoid embarrassment (e.g. offering to help a child to their feet if they fall).
- Support & guidance for performing arts such as drama, dance, circus and musical theatre (e.g. lifting/positioning/spotting).
- Offering comfort to a distressed child, young person and / or adult at risk, in response to the child's needs.
- Preventing injury (e.g. catching a falling child, appropriate restraint).
- Handshake and 'hi-fives'
- Group hug at the end of class/following a performance as a means of congratulations.
- Undertaking personal care (e.g. for very young or disabled children) only with the full consent of parents/guardians and, if possible, by a worker of the same gender. In an emergency, personal care should only be undertaken with the full consent of a leader/supervisor and parents/guardians should be fully informed as soon as possible, if it was not possible to contact them beforehand.
- Fitting/checking/fixing microphones and sound equipment.
- Taking measurements/fittings for costume.
- Emergency costume repairs (e.g. while a child is wearing a costume during a performance).
- Fitting harnesses/checking safety equipment for 'flying'.
- Assisting children, young people and adult at risk with planned costume changes in the wings/backstage.

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- Horseplay (adults – child; between peers).
- Sexual gestures.
- Slapping/hitting (even in jest).
- Holding hands (unless in context e.g. assisting very young children or elderly adults with crossing the road).

In addition, physical touch should only occur:

- after the type of contact within an activity and reason for it has been explained to the child, young person and adult at risk.
- when consent has been gained.
- in an open and transparent/guardian manner, preferably in view of others.
- when it is appropriate to the age and developmental stage of the child, young person and adult at risk .
- in response to the particular needs of the child, young person and adult at risk.
- when it is not in breach of appropriate physical contact guidelines.

- as lightly and sensitively as possible.
- care should also be taken to avoid standing behind the child, young person and adult at risk whenever possible.

A worker who feels something may have been misconstrued should address this without delay with the child, young person, adult at risk /other workers and tell a leader/supervisor.

Workers should bear in mind that children, young people and adult at risk are individuals and any resistance from a child, young person and adult at risk should be respected. A worker should not pressurise a child, young person, adult at risk to continue with a particular activity if the individual communicates or displays anxiety or distress. Similarly, children, young people and adults at risk will display their feelings in different manners and some may be more affectionate than others; in these instances, it is important that workers are familiar with the behaviour and needs of a particular individual and that all contact takes place in an open and transparent/guardian setting to minimise the risk of a circumstance being misconstrued and to provide safeguards.

To minimise the circumstance for physical contact, it may be appropriate for workers to demonstrate on another adult, with permission (e.g. positioning of arms), or to put children, young people and adults at risk into pairs/small groups and provide advice and feedback on the process. Ultimately, this will be dictated by the nature of the activity.

Workers must remember that the safety of a child, young person and adult at risk comes first. One example is a circus tutor who has been appointed to 'spot' a child to prevent injury if the child falls. If, when catching the child, the tutor accidentally touches the child in an inappropriate way/place, they should address any issues or embarrassment with the child once that child is safe and make a note of it in their end of session report. It is important to remember that the safety of children, young people and adults at risk is paramount and that common sense must prevail in all instances.

### **Reasonable force**

Organisations should develop a policy on reasonable force to provide guidance to workers. Workers may encounter a circumstance when it is necessary to restrain a child, young person and adult at risk to prevent injury to them (e.g. child who is about to walk in front of a moving vehicle) or others (e.g. child attacks another child or worker). In all instances, reasonable force should only be used in emergency situations when it is necessary to do so and only the minimum force should be used.

Workers should receive guidance and training regarding the use of reasonable force, if necessary (e.g. to safely break up a fight). Organisations should provide guidelines that include a definition of reasonable force, situations that may require reasonable force, types of reasonable force, acceptable and unacceptable force and reporting procedures for any incidents.

'Therapeutic Crisis Intervention' can also be used to diffuse a situation. Further guidance can be sought from the Department of Education (NI) ([www.deni.gov.uk](http://www.deni.gov.uk)), Barnardos ([www.barnardos.org.uk](http://www.barnardos.org.uk)) or PSNI ([www.psni.police.uk](http://www.psni.police.uk)).

## Anti-bullying

Organisations should be committed to providing a caring, friendly and safe environment. Bullying is unacceptable and children, young people and adults at risk are encouraged to tell a leader about any incidents so these can be dealt with promptly and effectively.

Bullying is defined as the use of aggression with the intention of hurting another person, resulting in pain and distress to the victim and which will negatively impact on their wellbeing. In many instances, there are three parties involved – the bully, the victim and the onlooker.

Bullying can be categorised as:

<b>Emotional</b>	Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures).
<b>Physical</b>	Pushing, kicking, hitting, punching or any use of violence against another person.
<b>Racist</b>	Racial taunts, graffiti, gestures.
<b>Disability</b>	Gestures, taunts and exclusion on the grounds of disability.
<b>Gender</b>	Unfriendliness and exclusion.
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments.
<b>Homophobic</b>	Because of, or focusing on, the issues of sexuality.
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing.
<b>Cyber</b>	Internet, e-mail and internet chat room misuse; mobile phone threats by text messaging, Bluetooth and phone calls; misuse of associated technology i.e. camera and video facilities.

Everyone has the right to be treated with respect - no one deserves to be a victim of bullying and those who are bullying others need to learn different ways of behaving. Bullying of any kind should not be tolerated.

Organisations should decide on reporting procedures, for example:

- report incidents of bullying to a leader without delay.
- the leader should make a record of the report.
- an investigation into the bullying behaviour/threats should be undertaken and the bullying quickly stopped.
- an attempt should be made to help the bully/bullies change their behaviour.
- in serious cases, parents/guardians should be informed and asked to attend a meeting to discuss the problem.
- if necessary, the PSNI may be consulted.

Some possible outcomes are:

- to ask the bully/bullies to make a genuine apology.
- to reconcile the children, if possible.

- in serious cases, to consider suspension or exclusion.
- after the bullying has been investigated and dealt with, the situation should be monitored to ensure a repeat incident does not take place.

### **Disability and additional needs**

Organisations should equally welcome participants with and without a disability to participate in activities. It should consult with parents/guardians/carers, the child, young person and adult at risk and workers to identify and assess additional needs on an individual basis to provide appropriate learning opportunities for all.

Organisations should establish systems to observe and maintain records and, with parental/carer input, monitor an individual's needs and progress. If an individual's needs cannot be met without the support of a one-to-one worker, it should source funding to employ one and/or make reasonable adjustments (e.g. an organisation may be able to approach a funding agent to request financial assistance to enable participation). To avoid delaying an individual's participation, an organisation may identify potential funding agents in advance.

Organisations should try to maximise inclusion by:

- planning the inclusion of a child, young person and adult at risk with additional needs in advance, with regards to accessibility and inclusion for the activity, venue, equipment, transport and sanitary/changing/catering facilities.
- involving the child, young person, adult at risk, parents/guardians, workers and support organisations with regards gathering information, planning and reviewing.
- minimising fuss when including an individual with additional needs and taking care to avoid singling them out.
- ensuring appropriate supervision ratios are maintained at all times.
- asking parents/guardians to provide detailed information about medical, dietary and intimate care needs to ensure the comfort, safety and privacy of the individual disabled participant.
- only giving out information on a need to know basis and with strictest confidentiality.

In all instances, it is important that organisations remember that a child with additional needs is a child first.

Further guidance can be sought from the Arts and Disability Forum ([www.artsanddisability.com](http://www.artsanddisability.com)), Disability Action ([www.disabilityaction.org](http://www.disabilityaction.org)), Early Years ([www.nippa.org](http://www.nippa.org)) and NSPCC ([www.nspcc.org.uk](http://www.nspcc.org.uk)).

## Sanctions

A breach of procedures and guidelines must be taken seriously and workers, children, young people and adults at risk, parents/guardians and other service users should note the following:

- staff in breach of guidelines should be disciplined in line with the Disciplinary Procedure.
- an organisation should follow guidelines for dealing with difficult situations for volunteers who breach policy, as outlined in their Volunteer Agreement.
- sanctions should be developed for children, young people and adults at risk who breach a group agreement, anti-bullying policy or instructions for an activity or task. These should be related to the seriousness of the incident and may include challenging difficult behaviour, taking time out from participating in an activity or temporary suspension from the organisation. Contacting parents/guardians should also be considered in some instances and in the most extreme cases, it may be necessary to consider permanent suspension. Early intervention and dialogue with children, young people and adults at risk should minimise the need to apply more serious sanctions.
- basic guidelines should be provided to other service users (including parents/guardians, spectators and user groups) to facilitate the safety of all involved. Service users should be asked to abide by these and a breach should be reported to a leader/supervisor without delay.

## SHARING INFORMATION

Good communication helps to foster an environment in which all involved will be protected from harm. Systems should be established to provide opportunities for sharing information with children, young people and adults at risk, parents/guardians and workers. Furthermore, parental/carer involvement should be welcomed and encouraged.

Organisational good practice would be to:

- ensure all parents/guardians, children, young people and adults at risk, workers and other service users are aware of policies, procedures and guidelines relevant to them, including the organisation's Safeguarding policy. Written information should be circulated and it may be useful to produce a leaflet containing key information (e.g. codes of behaviour, reporting procedure, important contact numbers). The Safeguarding Policy Statement should also be displayed on the wall in a prominent place.
- keep parents/guardians and participants fully informed about meetings, workshops, training, events and specific activities (including any particular requirements e.g. wear suitable/old clothing).
- regularly circulate updated information about activities and events through publicity leaflets/news sheets/letters etc.
- provide regular feedback to parents/guardians/ carers about the individual participant's progress, verbally and in writing.
- hold meetings and events in accessible and appropriate venues.
- welcome and consider suggestions from parents/guardians and participants (verbal/written) and undertake short surveys to assess services.
- explain the complaints procedures to parents/guardians, participants and volunteers and the grievance procedure to staff.
- encourage parental assistance with special events.
- produce and circulate a flyer with key points in advance of events; highlight key points at the start of an event (e.g. policy on photographs and videos) and place posters around the venue to remind individuals about the organisation's commitment to good practice in relation to Safeguarding.
- hold a pre-term meeting with workers, tutors and user groups to outline Safeguarding responsibilities.
- inform children, young people and adults at risk, parents/guardians and workers about sanctions that apply to breaching codes of behaviour.
- extract key information from the full Safeguarding policy as a quick reference guide for workers (e.g. code of behaviour, dealing with disclosure, reporting procedure, emergency contact numbers).



Organisations that provide services and activities within another setting (e.g. art or drama sessions within a school/ youth club/care home / day centre ) should establish a process for informing the host venue of their Safeguarding procedures. Safeguarding policies should be exchanged so that both organisations can familiarise themselves with the procedures and guidelines of the other organisation, and any differences should be discussed in advance of a session and a definitive procedure agreed upon. For example, the agreed reporting procedure may be that any Safeguarding concerns are reported through the host organisation's procedure but, if the visiting organisation is not satisfied that it has been appropriately dealt with, then it will deal with the concern via its own procedure.

Organisations should hold a preliminary meeting with the host venue to explain the activities that will be undertaken and the process for interacting with the children, young people and adults at risk. Organisations should take time to explain the rationale behind the techniques that will be used within a given art form and emphasise the benefits to those involved.

Particular attention should be given to how the workshop facilitators operate and how they deliver a session within the guidelines of the organisation's Safeguarding policy (this is particularly important if the art form requires using techniques that would not be used by the host organisation's workers to interact with children). By improving a host organisation's understanding of how and why a particular approach is taken, organisations may reduce any conflict of interest between workshop facilitators and workers from the host organisation.

The responsibilities of the visiting and host organisations, the Safeguarding procedures to be used and the specific details of the sessions should be negotiated and agreed upon in advance of a sessions, including:

- date(s).
- time(s).
- workshop facilitator(s) and contact details.
- name of supervising worker(s) who will be present at the session and contact details.
- workshop venue set-up and location.
- workshop activities.
- code of behaviour for workshop facilitators and workers from host organisation.
- code of behaviour for participants.
- reporting procedures for concerns.
- supervision requirements (e.g. worker from the host organisation will greet and escort the facilitator to the workshop venue and must be present for the duration of the session and in the instance that a worker will be unavailable on the day, another worker will be present) and guidance on the required level of input from the host organisation's worker (e.g. the workshop facilitator will manage all aspects of the session and the host organisation's worker will observe, unless asked for input or assistance).
- procedure for communicating any changes to a session (e.g. different workers).

This information should be written into a formal agreement and sent to the head of the host organisation, who should then confirm that they agree to the workshop taking place and provide the names of workers from the host organisation who will be involved in organising the workshop (e.g. venue set-up, session supervision).

An organisation should then write to these workers and outline the key information to avoid confusion on the day of the workshop. The host organisation's worker(s) should be asked to

Speak to a workshop facilitator if they have a concern about the approach used during an activity.

## Parental consent

An organisation needs to gain information about children, young people and adults at risk in its care and parental consent in relation to medical/dietary requirements, activities, day trips and emergency situations. Consent must be given by those with Parental / Carer/ Guardian Responsibility.

Records should be maintained and updated regularly for the following information:

- names, addresses and contact numbers for parents/guardians.
- information about health issues/medication/dietary requirements.
- parental consent for all activities/emergency situations (including emergency contact numbers).
  - A generic consent form can be used to gain parental / carer consent for regular activities, which are outlined on the form for a given time period (e.g. a dance school gaining parental consent at the start of the school year for a child to participate in ballet and tap classes).
  - In addition, a new consent form should be issued to parents/guardians for any specialist activities over and above the normal ones (e.g. a residential weekend, a visit to another dance school or a theatre, chaperoning a child for an audition).

Organisations should make parents/guardians aware of their commitment to ensuring the safety and welfare of all children, young people and adults at risk and the requirement to know of any medical, dietary or behavioural conditions in relation to a child, young person or adult at risk. The need to provide an organisation with all information (even that which is not considered significant) should be clearly communicated, in order to minimise placing a child / young person or adult at risk and/or others at risk of harm. Organisations should make every effort to communicate to all involved, regardless of language and communication needs.

An organisation should highlight its commitment to inclusiveness, pointing out that a condition is very unlikely to preclude a child/ young person or adult at risk from being involved and that efforts will be made to provide appropriate methods of support. It should work closely with the child, parents/guardians and support organisations (if appropriate) to maximise a child's/ young person or adult at risk participation.

Organisations should provide as much information about regular activities as possible (e.g. wearing make-up and dressing up) and specify any requirements that parents/guardians, and children/ young person or adult at risk should be aware of (e.g. to wear old clothing to participate in painting and craft activities and loose clothing when engaging in dance or free movement activities, for example). Guidelines should also be given, for example, with regards to inappropriate and/or unacceptable clothing (e.g. football tops).

## **Equal Opportunities policy**

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Good practice would be to:

- widely circulate information about activities and events in local communities and in more than one language, where appropriate.
- welcome individuals from all cultural, ethnic, religious and social groups, with and without disabilities.
- ensure that all literature is available in large print.
- monitor the gender and ethnic background of children/ young person or adult at risk to avoid exclusion and foster respect and awareness.
- be flexible to accommodate the needs of individual children and families e.g. regarding attendance patterns.
- promote and encompass cultural diversity within the local community.

## **Complaints procedure**

The complaints procedure applies to children, parents/guardians and other service users. Most complaints are made constructively and can be effectively resolved at an early stage. Organisations need to have a written complaints procedure in place to ensure all complaints are taken seriously and dealt with in a fair, consistent and confidential manner. An organisation should communicate its complaints procedure to everyone it is involved with and outline who a complaint can be made to (e.g. a leader, Designated Officer or Manager).

- Informal stage

This may be appropriate when the complainant simply wants to raise awareness and resolve a specific issue. This is generally undertaken through dialogue and a written record should be kept on file.

- Formal stage

All organisations should advise individuals who they can write to if they wish to make a formal complaint. Everyone has the right to appeal a decision made regarding a complaint and an organisation should consider how to facilitate this.

## **Grievance procedure for staff and volunteers**

Workers who have a complaint should follow the formal grievance procedures of an organisation. This should be shared with workers at their induction and they have the right to appeal a decision made regarding a grievance and an organisation should consider how to facilitate this.

Further guidance can be sought from the Labour Relations Agency ([www.lra.org.uk](http://www.lra.org.uk)).

## Confidentiality

Information gathering and reporting procedures can bring an organisation and its workers into contact with confidential information. Organisations need to develop a confidentiality policy to ensure information about health, additional needs, family circumstances, a child's/ young person or adult at risk development and behaviour should be treated in the strictest of confidence. All individuals associated with an organisation (i.e. workers, service users, user groups, parents/guardians, children/ young person or adult at risk) should be advised of its confidentiality policy and required to respect it.

Organisations respect confidentiality by:

- only allowing parents/guardians access to any files and records held on their own children/ young person or adult at risk but not those of other children / young person or adult at risk.
- not discussing individual children/ young person or adult at risk with anyone other than their parents/guardians, except for the purpose of curriculum planning. In some instances, this may be appropriate and necessary for sharing a concern, as outlined in the Reporting Concerns section.
- ensuring that information received from parents/guardians will not be used inappropriately and, even then, will only be communicated on a need to know basis. Workers should follow reporting procedures in relation to a Safeguarding concern.
- recording any anxieties and evidence relating to a child's / young person or adult at risk personal safety in a confidential file, accessible only to Deputy/Designated Officer.

The issue of confidentiality should be raised at the induction stage and reviewed regularly at team meetings and support and supervision meetings. Any breach of confidentiality may lead to sanctions being imposed.

In all instances, the welfare and safety of children / young person or adult at risk is of paramount consideration and only in strict circumstances when the child's / young person or adult at risk welfare is at risk should confidentiality be overridden.

## Record keeping

Organisations need to consider their responsibility in relation to the gathering, storage and sharing of information in light of the following eight Data Protection Principles (“the Principles”) in the Data Protection Act, sometimes referred to as the Principles of “good information handling”.

‘Personal data:

1. shall be processed fairly and lawfully.
2. shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.
3. shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. shall be accurate and, where necessary, kept up to date.
5. processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
6. personal data shall be processed in accordance with the rights of data subjects under this Act.
7. appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of protection of the rights and freedoms of data subjects in relation to the processing of personal data.’

An organisation should consider the following and ensure its confidentiality policy has written guidance on:

- what personal information is needed from parents/guardians;
- how that information is stored securely;
- who should have access to information;
- how long information should be kept;
- with whom information can be shared (on a need to know basis).

## GENERAL SAFETY AND MANAGEMENT OF ACTIVITIES

Organisations should provide a healthy and safe environment for children/ young person or adult at risk, workers and other service users. This can be accomplished by effectively planning and managing activities so as to minimise opportunities for children/ young person or adult at risk to suffer harm while in the care of an organisation.

Good general management and administration practices will help to ensure the smooth and responsible running of your organisation. As a starting point, organisations should consider adopting health and safety guidelines in relation to:

- required standards for premises and equipment.
- heating and ventilation.
- sanitation facilities.
- fire precautions.
- emergency numbers and telephone access.
- ensuring adequate insurance cover.
- first aid.

### First Aid

Organisations need to consider having an accessible first aid kit available at all activities. The first aid kit should be regularly checked to ensure it is complete and in date. There should also be a named first aider who should be easily contactable.

In the absence of a first aider in an emergency situation, leaders would be expected to use their best endeavours to ensure the welfare of children/ young person or adult at risk in their care. The DfES Guidance on *First Aid for Schools* states that “in general, the consequences of taking no action are likely to be more serious than those of trying to assist in an emergency”.

Groups will also need to consider potential first aid issues in relation to disabled children/ young person or adult at risk or children/ young person or adult at risk who have particular illnesses of allergies, and make appropriate arrangements. If it is necessary for workers to administer medicine to children/ young person or adult at risk this should be done with written parental consent.

A number of organisations provide advice and information to assist groups in formulating a policy on first aid (e.g. St John’s Ambulance).



## **Developing procedures for dealing with accidents, incidents and emergencies**

It is important that there are clearly defined procedures for reporting incidents or accidents and that all workers are made aware of these. It is important that everyone should know who to report to and the need to complete an accident/incident report form. Records should be kept up-to-date and signed by witnesses. It should be reported to those with parental consent.

Guidelines for emergency procedures should be developed, understood and communicated to workers and children. Regular fire drills should be held, with alternative routes explored and accurate records kept. A list of emergency telephone numbers should be widely displayed in key areas (e.g. beside telephones, in the front office and kitchen).

## **Transport**

Organisations should ensure that any transport used should be roadworthy, fit for purpose and covered by the appropriate insurance.

## **Insurance**

Organisations should ensure that insurance is up-to-date and adequate for transport, activities and public liability.

## **Management of Activities**

Activities should be planned so that they are safely managed and take into account participant numbers, age range, type of activity, venue/location and the particular needs of individual children (e.g. in relation to disability).

An important factor in ensuring the general safety of activities is to undertake a risk assessment, by identifying any hazards that could potentially cause harm and assessing the risks associated with each hazard. This should apply to planning a workshop or event as well as daytrips and residentials and may be undertaken using a pro-forma.

If there are doubts about the venue/equipment/health of child to participate, a worker should follow specified procedures before continuing (e.g. contact their supervisor without delay and before allowing the activity to commence). A contingency plan should be in place in the instance that an activity is postponed, for which parental consent should be gained in advance.

A risk assessment should take account of the following:

- **Competency and qualification of leaders**

Leaders should be competent to undertake the activities they are leading. Careful recruitment, selection, induction, training, code of behaviour and supervision will assist in ensuring this. Where an activity is led by a qualified leader (e.g. a specialist activity such as swimming instruction), qualifications should be up to date and verifiable.

- **Safety of equipment**

Equipment should be safe and only used for the purpose for which it was intended. It should also be appropriate for the age and ability of the participants. It should be checked regularly, for which the responsibility may be delegated to specific workers. Organisations should provide guidelines about what to do if a piece of equipment is faulty (e.g. it should be immediately removed from use and either repaired or replaced). Children should also be made aware of the safe use of equipment to minimise misuse and potential harm.

- **Supervision of children/ young person or adults at risk**

Making arrangements for the proper supervision of children/ young person or adults at risk is one of the most effective ways of minimising opportunities for children/ young person or adults at risk to suffer harm. There are a number of practical matters for organisations to consider, including the age of participants, gender, group size, activity type, venue, particular needs of individual participants and contingency plans (e.g. if leaders are diverted away from group activities to deal with an emergency).

Supervision ratios should be met and maintained at all times. Ratio requirements will vary according to a number of factors, including age, size of group, the venue and the particular activity. Early years ratios are legally prescribed while the ratios for the youth work sector are recommended guidelines (please see links below).

To ensure that ratios meet the minimum guidelines, suitable individuals may be identified in advance who can be contacted in extreme emergencies to ensure ratios are maintained (e.g. if a worker is removed from an activity). Organisations should be satisfied that these individuals are suitable to work with children/ young person or adults at risk before recruiting them onto a relief list. This should be undertaken in accordance with the Recruitment and Selection procedure.

Organisations should decide, in advance, a system for dropping off and collecting children/ young person or adult at risk taking the age and stage of participants into account. This should be outlined and effectively communicated to individuals with parental responsibility.

Organisations should consider implementing a collection system and provide guidelines for workers (e.g. if the venue has a car park and some parents/guardians are waiting in their cars because they have young children/ young person or adults at risk with them, appointed workers could be made available to chaperone in their cars).

In some instances, for example managing a particularly large group of participants, it may be useful to allocate an appointed worker as the point of contact for a small number of children/ young person or adults at risk. Parents/guardians could be introduced to the worker for their child and the worker made aware of any essential information (e.g. medical details, additional needs).

Organisations may decide that, in the event of a parent/guardian being unable to accompany a child/ young person or adult at risk to an audition, a worker should be appointed as a chaperone. This must only be undertaken with written parental / carer consent. It may be suitable to designate a mobile telephone for use by parents/guardians and children/ young person or adults at risk in an emergency situation. Parents/guardians should be given this

telephone number, advised about times for use and asked to respect the fact that it is for all group members and only applies in an emergency.

## **Safely including disabled children**

Organisations should have an equal opportunities policy that will outline its commitment to including all children/ young person or adults at risk.

Attention should be given to access requirements and taking practical steps to include all children/ young person or adults at risk. On a practical level, organisations should strive to make venues and activities as accessible as possible to disabled children/ young person or adults at risk.

Workers may be reluctant about including disabled children/ young people or adults at risk because of a lack of knowledge and fear of 'doing the wrong thing'. Organisations can often allay these fears through contact with disabled children/ young people or adults at risk and by providing training on disability issues.

Organisations should contact support organisations specific to the disability for specialist guidance and information.

Further guidance can be sought from the Arts and Disability Forum ([www.artsanddisability.com](http://www.artsanddisability.com)), Disability Action ([www.disabilityaction.org](http://www.disabilityaction.org)), Early Years ([www.nippa.org](http://www.nippa.org)) and NSPCC ([www.nspcc.org.uk](http://www.nspcc.org.uk)).

## **Daytrips and Residentials**

Daytrips and residentials will encompass different activities than usually take place within an organisation. It is therefore essential that organisations undertake advance preparation and take a number of factors into consideration, including:

- **Clear roles and responsibilities**

The successful planning and implementation of a daytrip or residential requires contribution from a number of key people. Careful coordination and clarity of roles and responsibilities is essential (e.g. group leaders, workers, parents/guardians and children/ young person or adults at risk).

It is also good practice for organisations to assign responsibility for organising daytrips and residentials to one worker and, if possible, to appoint a central contact person who can access all details for the venue, activities and emergency contact details for parents/guardians in case of emergency (e.g. a worker who is not participating on the daytrip or residential but will remain at base).

Organisations should also outline who has authority for agreeing to daytrips and residentials, depending on the type of visit (e.g. permission for a short trip during normal hours may be approved by the leader in charge, whereas residentials need the authorisation of the management committee).

Attention should also be given to ratios for general supervision, specific activities and contingency plans to best meet the needs of individual children/ young person or adults at risk.

- **Schedule planning and information sharing**

A risk assessment should be undertaken for all elements of the visit, including the planned activities, accommodation, logistics and contingency plans.

Organisations should consult with children/ young person or adults at risk and parents/guardians about arrangements for the visit and endeavour to accommodate their views as much as possible. In addition, information should be circulated to parents/guardians, children/ young person or adults at risk and workers (e.g. timetables, schedules, activities, venue and transport) and any issues should be dealt with in advance of a visit. Organisations should also ensure that activities, transport arrangements and venues are adequate for children/ young people or adults at risk with a disability.

As daytrips and residentials are in addition to the 'normal' activities taking place, organisations must ensure that parental consent is obtained for all aspects of the visit (e.g. scheduled and contingency activities, emergency procedures) and health details for all participants are correct and up to date. Health forms need to be completed and include details about medications being taken etc.

Organisations should also obtain information from parents/guardians in relation to specific activities and practical issues (e.g. issues about a swimming activity may include the adult at risk is unable to swim and needs to use floats, the adult at risk has a fear of water ).

## • Policies, procedures and guidelines

Organisations may be visiting or staying at a venue which already has its own Safeguarding policy and procedures in place (e.g. an Education and Library Board activity centre). If this is the case, a decision should be taken in advance of the visit as to which Safeguarding policy to use (i.e. the organisation's own policy or that of the venue which they are visiting). A copy of the Safeguarding policy and procedures from the venue/host organisation should be requested in advance of the visit and any changes to an organisation's own procedures for the purpose of the visit should be decided upon and clearly communicated to workers, children/ young people or adults at risk and parents/guardians. This is particularly important with regards the procedures for reporting concerns and code of behaviour.

Organisations should also develop additional emergency procedures in relation to the visit and associated activities (e.g. dealing with an accident/illness/lost child). Responsibility for welfare issues during the visit (e.g. access to first aid) should be designated to a leader. Procedures should be clearly communicated to all workers who will be present during the visit.

It is essential that organisations ensure equality of opportunity for all individuals involved in the visit. This will include ensuring that disabled children/ young people or adults at risk have access to all activities or, where this is not possible, that alternative activities will be available.

A code of behaviour for workers and a code of behaviour for children should be drawn up for the purpose of the visit and clearly communicated to parents/guardians, children/ young people or adult at risk and workers. This should involve input from workers and children to include procedures in relation to the planned activities. For example:

- workers must never enter children's/ young persons or adults at risk bedroom facilities alone. They should knock the door, advise the children/ young person or adult at risk they will be entering and always have another member of staff with them.
- in the event that children/ young people or adults at risk are allocated to small groups and given free time, it is essential they return to the designated meeting point at the required time.

Sanctions and related procedures should be developed for dealing with breaches of a code of behaviour (e.g. if an is to be sent home, this should involve being collected by a parent/guardian/carer).

## Photography and videos

Organisations wanting to record an activity or event should firstly consider the associated issues and develop a policy on taking and using photographic and/or moving images. This should include the type of images that will appropriately represent an organisation, how the images will be used (e.g. in a quarterly newsletter, or a seasonal events programme) and the process for selecting an image. Consideration should also be given to the length of time an image may be used and how it may be used in the future (e.g. for a celebration event). Additional consideration should apply to the use of images on a website.

Parental / Guardian / Carer consent should be requested in advance of an activity or event, as not all parents/guardians/ carers may want their child /young person /adult at risk to appear in photographs and/or videos. Information regarding the purpose and use of the images should also be outlined.

Organisations should ask parents/guardians and other spectators to adhere to organisational policy and procedures in relation to taking photos and videos. Children, young people or adults at risk and parents/guardians should be aware that they can report concerns to the leader.

Organisations that decide not to permit photography or recording by spectators may decide to appoint a photographer and/or a videographer to capture an event. Parental/Guardian / Carer consent for children, young people or adults at risk to appear in photographs and/or videos is required and the appointed individual should be briefed in advance about individuals for whom consent has not been given.

Organisations that do not permit photography or recording, either with specialist equipment or with a mobile phone, may decide to impose sanctions on spectators in breach of this request and these should be clearly communicated to all individuals.

The following guidelines apply to using photographic and video equipment:

- provide a clear brief about appropriate content and behaviour.
- issue an I.D. pass to the photographer/videographer, to be worn at all times.
- inform parents/guardians/children/young people / adults at risk that a photographer/videographer will be present.
- obtain written consent from parents/guardians and children/ young people or adults at risk in relation to taking and using photographs and/or moving images.
- do not permit unsupervised access to children, young people or adults at risk or one-to-one sessions.
- do not allow sessions outside the remit of the event/brief or at a child's, young person's or an adult at risk home.
- if the child, young person or adult at risk is named, avoid using their photograph.
- if a photograph is used, avoid naming the child, young person or adult at risk.

- only appropriate images of children, young person or adult at risk in suitable dress should be used, to reduce the risk of inappropriate use. Some activities have a greater risk of potential misuse than others (e.g. a dance activity where children are wearing leotards). In these instances, the content of the photograph should focus on the activity as opposed to a particular child, young person or adult at risk and should avoid full face and body shots.
- a procedure should be developed for reporting the use of inappropriate images to reduce the risks to children, young person or adult at risk. This should be in line with an organisation's Safeguarding procedures, ensuring the Deputy/Designated Officer/Adult Safeguarding Champion is informed as well as Social Services and/or the PSNI.

Guidelines outlining the conditions for using images should be developed for host organisations, if appropriate (e.g. a host organisation wanting to use a photograph of a group activity to demonstrate the range of venue facilities it has to offer, should use the photograph acknowledging the context within which it was taken and without altering the image).

Consideration should also be given to the storage and movement of images (e.g. all images are kept on a computer accessed only by an appointed worker and all requests to use an image must be made to this person).

Some organisations may decide to take photographs during an audition, to prompt visual recognition during the selection process at a later date. If so, this should be explicitly communicated in advance and should only take place with parental consent and the consent of the child, young person or adult at risk.

Further guidance can be sought from the Northern Ireland Photographic Association ([www.nipphoto.co.uk](http://www.nipphoto.co.uk)) and the Professional Photographers Association of Northern Ireland ([www.ppani.co.uk](http://www.ppani.co.uk)).



## **APPENDIX A SECTOR SPECIFIC ISSUES**

The following issues have been identified in addition to those that already appear in the Safeguarding policy. Please note that, while an issue has been categorised into a particular art form, it may also apply to others.

### **Art & Craft**

- Ensure that there are clear guidelines for workers (e.g. guidance relating to technique / hand positioning), written parental consent has been sought and the child's, young person's or adult's at risk permission received before any physical contact occurs, following specific written procedures at all times.
- Attention should be given to the type of materials and tools used, the safe storage of materials, dealing with an emergency (e.g. spillage or medical – contact with skin / eyes or an allergic reaction).

### **Circus**

- Supply clear, written guidelines for workers (e.g. correct spotting techniques and positioning) and ensure the child's young person's or adult's at risk permission is received before any physical contact occurs. Organisations should also consider delivering practical training sessions with regards to physical contact (e.g. demonstrating good practice to workers in spotting, positioning and teaching techniques).
- Supply clear, written guidelines regarding worker-participant ratios for all groups involved (i.e. the workshop provider and the host organisation).
- It is essential to provide clear guidelines about who is responsible for checking the safety of the equipment in advance of a session (e.g. which worker and from which organisation, if applicable).
- Parents/guardians should be made aware of the need to fit/alter costumes and sound equipment, sometimes at very short notice during a performance and while being worn by the child, young person or adult at risk. Provide guidelines to workers to whom this is applicable and ensure parental consent has been sought in advance.

### **Dance & Drama**

- Ensure that there are clear guidelines for workers (e.g. positioning, posture), written parental/guardian consent has been sought and the child's, young person's or adult's at risk permission has been received before any physical contact occurs, following specific written procedures at all times.

## **Early Years**

- Arts activities within an early year's context will have different issues that should be considered (e.g. physical contact, communication).
- Guidelines should be developed for workers engaging with children in the pre-school sector (e.g. artists engaging in creative play).

## **Literature**

- In addition to ensuring the content and language is appropriate to the age and stage of the group, make sure it will not exclude, offend or degrade any participants.

## **Music & Choral**

- Ensure there are clear guidelines for workers and written parental consent has been gained for one-to-one tuition (e.g. singing lessons, music instruction). It may be necessary to make minor structural alterations to ensure visibility (e.g. to accommodate a drummer using a soundproofed room within a workspace, it may be necessary to install a window) and provide written guidelines to workers regarding physical contact (e.g. regarding breathing technique for singing, teaching an individual to play the guitar).
- If a child, young person or adult at risk is learning to play a musical instrument (e.g. guitar, fiddle or cello), both the parents/guardians and the child, young person or adult at risk should understand that it will involve an element of physical contact and be aware of the precise nature of the contact. This should be undertaken at the first lesson and any uncertainties addressed.
- Should physical contact be necessary as part of a vocal lesson or demonstration, ensure that the child, young person or adult at risk is aware of the need for and is comfortable with the contact by informing them of any actions that need to be taken during the course of the lesson and respecting any resistance. As with musical instruments, necessary and appropriate physical contact should be discussed at the outset with parents/guardians and children, young person or adult at risk.
- Consideration should be given to the content of lyrics and the appropriateness for the age groups, as well as the type of instruments being used (e.g. some instruments, such as the tin whistle and flute, may be viewed as culturally specific).
- Wherever possible, ensure there is more than one adult present during activities with children, young person or adult at risk, or at least that you are within sight or hearing of others. In the case of individual singing or instrumental lessons, all rooms should have a glass-paneled door.
- Types of appropriate touch include:
  - touching a musician's head/neck/torso to demonstrate correct breathing and singing technique.
  - holding hands in a circle.
  - clapping hands with a tutor.
  - in the case of instrumental teaching, demonstrating correct fingering/posture on an instrument.

## Theatre/Performance

- Ensure that productions with inappropriate content for under 18's are clearly marked as such and remind the audience of this prior to the commencement of a performance. A theatre may wish to reserve the right to request identification from individuals as required. If so, this should be clearly communicated.
- If you offer venue facilities to other user groups, you should 'vet' the content of the production as much as possible by providing clear, written guidelines via a contract with the user group and asking them to provide an outline of production details.
- It is inappropriate to involve child actors in 'sexualised' stage roles and/or to dress child actors in 'sexualised' outfits and/or use inappropriate language/content.
- It is essential to clearly highlight a user group's responsibility to ensure it does not breach the Safeguarding policy, procedures and guidelines and understands the sanctions related to a breach in contract. This also applies to visiting performers (e.g. if using a hypnotist, the venue must provide clear written guidelines regarding appropriate and inappropriate content if children - under 18's - will be in audience and if so, that it is the hypnotist's responsibility to ensure all participants selected from the audience are aged 18 and over and that the content is appropriate for children. It should be clearly stated that the responsibility for 'checking' a participant's age lies with the hypnotist and if they are in any doubt, that the participant should not be selected).
- It is essential to provide clear guidelines about who is responsible for checking the safety of equipment, props in advance of a production (e.g. the user group as opposed to the venue).
- To avoid confusion, written guidelines should appear in the contract for user groups with regards responsibility for maintaining supervision ratios lie (i.e. with the user group or with the venue) and the sanctions related for breaching this safety feature.
- To ensure the safety of children, young person or adult at risk taking part in a production, colour coded ID passes may be used to outline area access, highlight who is meant to be there and what their responsibilities are (e.g. area - backstage, dressing room; role – sound technician, wardrobe department, chaperone/supervisor).
- It may be necessary to contract an external security company to manage large events. If so, the contract should clearly state that all workers of the security company are suitable to work in the vicinity and will be properly briefed on child protection procedures and guidelines. It should also outline who has responsibility for implementing this.
- Parents/guardians should be made aware of the need to fit/alter costumes and sound equipment, sometimes at very short notice during a production while being worn by the child, young person or adult at risk. In these instances, it is necessary to provide guidelines to workers to whom this is applicable and ensure parental consent has been sought.
- Ensuring that performance exposure is a positive experience involves prior preparation, assessing the readiness and willingness of child, and creating a supportive environment (including the audience). One example of how this can be achieved is to ensure that an

audience is aware of the background to a project or performance, if applicable (e.g. a youth group attending a performance by children with disabilities or a cross community project should understand the nature of the performance, which may be achieved by providing information to leaders and supervisors in advance so they can support the youth group's understanding and develop respect for the performers).

- Identifying supportive individuals within the audience (e.g. parents/guardians, family members, key workers) can have an immensely positive impact upon a child in terms of their sense of achievement, confidence and wellbeing.
- Restricting the use of and/or disallowing unauthorised cameras and videos in workshops or performances as outlined in the Photography and Videos section. However, the use of mobile phones during public performances is difficult to monitor and supervising workers should be properly briefed and sanctions, if applicable, effectively communicated to workers and the audience in advance.
- Appropriate supervision backstage and in dressing room areas is essential. It may be effective to establish additional systems (e.g. using walkie-talkie contact) to assist supervision, particularly for a large group or according to a venue (e.g. dark areas behind stage) or performance (e.g. long waits between scenes).

### **Visual/Film**

- It is essential that parental consent is explicitly sought prior involving children, young person or adult at risk in photography or films. The exact nature of the activity should be highlighted in detail, as should information regarding how/where the material will be used.
- If the material is to be used on the internet, stringent guidelines should be established and adhered to.

## APPENDIX B

### **Safeguarding Information contained within ACNI Funding Applications**

Please advise if your organisation is registered with Access NI Yes No

If yes please provide;

**Date of registration:**

**Access NI Registration Number :**

**Name of your organisations Lead Signatory :**

If you have answered No to the above please advise if your organisation is registered with an umbrella body to obtain Access NI checks. Yes No

If yes please provide;

**Name of Umbrella Body:**

**Date of registration :**

If you have answered NO to both the above questions please advise why your organisation does not require disclosure checks available within N Ireland.

- Enhanced disclosure with a barred checklist – must be used for all posts that fall into regulated activity with children , young people and adults at risk .
- Enhanced disclosure without a barred list check can be applied for when a post falls outside regulated activity but the post holder has regular contact with children, young people and adults at risk.
- Standard disclosure check
- Basic disclosure

## SAFEGUARDING PROTECTION POLICY STATEMENT

It is a requirement of the funding conditions under the Annual Support for Organisations Programme that an organisation which comes into contact with children , young people and adults at risk either directly through its programme or indirectly through its services commits to a Safeguarding Policy. Therefore, this Statement **MUST** be adopted by your organisation if any aspect of your work is aimed at children , young people and adults at risk.

**Note:**

In addition to signing this statement you are also required to submit a copy of your Safeguarding Policy and Procedures (see Enclosures section). **Please note Policy and Procedures which are older than 3 years will not be accepted .If your Policy and Procedures are older than 3 years please review and update to ensure your policy and procedures are in line with best practice and legislation relating to protection issues.**

We (name of organisation) .....  
are committed to practice which protects children, young people and adults at risk from harm. Staff, volunteers and artists in this organisation accept and recognise their responsibilities relevant to safeguarding children, young people and adults at risk and will endeavour to carry these out by:

- having an awareness of the issues which cause children, young people and adults at risk harm;
- adopting safeguarding guidelines for staff, leaders, volunteers and artists;
- providing information about safeguarding and good practice to children, young people or adults at risk parents, staff, volunteers and artists;
- sharing information about concerns with children, young people, adults at risk, parents and others who need to know;
- following carefully the appropriate procedures and recruitment and selection of helpers (staff, volunteers, artists) and the management of the group;
- undertaking appropriate training;
- keeping safeguarding policies under regular review; and
- providing safeguarding information as required to management committees/funders.

This Safeguarding Policy statement was formally adopted by us on (insert date).....

Authorised Signature ..... Date .....

Position in Organisation .....

Please refer to the Arts Council's Safeguarding Best Practice Guidelines For Arts Organisations to ensure your own guidelines and policy represent good practice in relation to working with children, young people and vulnerable adults.

Please see the Arts Councils web site, from the Home page click on About the Arts then click on Youth Arts, see Publications and Information for a link to the Safeguarding Best Practice Guidelines .

[www.artscouncil-ni.org/news/2008/files/Child Protection.pdf](http://www.artscouncil-ni.org/news/2008/files/Child Protection.pdf)

## APPENDIX C USEFUL CONTACTS

### **ADULTS AT RISK**

VOLUNTEER NOW

#### **Keeping Adults Safe: A SHARED RESPONSIBILITY**

The publication of this Guidance is supported by the  
Department of Health

**Volunteer Now, July 2017**

Tel: **028 9023 2020**

**[www.volunteernow.co.uk](http://www.volunteernow.co.uk)**

Registered Office: 34 Shaftesbury Square, Belfast, BT2 7DB.

## **Useful Contacts**

### **Statutory Bodies Contact**

Department of Health [www.health-ni.gov.uk](http://www.health-ni.gov.uk)

Health & Social Care Board [www.hscboard.hscni.net](http://www.hscboard.hscni.net)

Public Health Agency [www.publichealth.hscni.net](http://www.publichealth.hscni.net)

Health & Social Care Trusts [www.belfasttrust.hscni.net](http://www.belfasttrust.hscni.net)

[www.northerntrust.hscni.net](http://www.northerntrust.hscni.net)

[www.setrust.hscni.net](http://www.setrust.hscni.net)

[www.southerntrust.hscni.net](http://www.southerntrust.hscni.net)

[www.westerntrust.hscni.net](http://www.westerntrust.hscni.net)

Patient and Client Council [www.patientclientcouncil.hscni.net](http://www.patientclientcouncil.hscni.net)

Health & Safety Executive [www.hseni.gov.uk](http://www.hseni.gov.uk)

Northern Ireland Housing Executive [www.nihe.gov.uk](http://www.nihe.gov.uk)

Regulation and Quality Improvement Authority [www.rqia.org.uk](http://www.rqia.org.uk)

Police Service of Northern Ireland [www.psni.police.uk](http://www.psni.police.uk)

### **Advocates/Commissioners**

Commissioner for Older People for Northern Ireland [www.copni.org](http://www.copni.org)

### **Voluntary Organisations & Service Providers**

Action on Elder Abuse [www.elderabuse.org.uk](http://www.elderabuse.org.uk)

Age NI [www.ageuk.org.uk/northern-ireland](http://www.ageuk.org.uk/northern-ireland)

Alzheimer's Society [www.alzheimers.org.uk](http://www.alzheimers.org.uk)

Apex Housing Association [www.apex.org.uk](http://www.apex.org.uk)

Autism Initiatives [www.autisminitiatives.org](http://www.autisminitiatives.org)

Autism NI [www.autismni.org](http://www.autismni.org)

Bryson Intercultural (formerly Multi-Cultural Resource Centre) [www.brysonintercultural.org](http://www.brysonintercultural.org)

Carers NI [www.carersuk.org/northernireland](http://www.carersuk.org/northernireland)

Extern [www.extern.org](http://www.extern.org)

Independent Age [www.independentage.org](http://www.independentage.org)

Independent Health and Care Providers [www.ihcp.co.uk](http://www.ihcp.co.uk)

Mencap [www.mencap.org.uk](http://www.mencap.org.uk)

Mindwise [www.mindwisenv.org](http://www.mindwisenv.org)

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NIAMH [www.niamhwellbeing.org](http://www.niamhwellbeing.org)

Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO) [www.niacro.co.uk](http://www.niacro.co.uk)  
Northern Ireland Women's Aid Federation [www.womensaidni.org](http://www.womensaidni.org)  
Praxis Care [www.praxisprovides.com](http://www.praxisprovides.com)  
Public Concern at Work [www.pcaw.org.uk](http://www.pcaw.org.uk)  
Simon Community [www.simoncommunity.org](http://www.simoncommunity.org)  
United Kingdom Homecare Association [www.ukhca.co.uk](http://www.ukhca.co.uk)  
Volunteer Now [www.volunteernow.co.uk](http://www.volunteernow.co.uk)

## **Others**

AccessNI [www.nidirect.gov.uk/accessni](http://www.nidirect.gov.uk/accessni)  
DBS [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)  
nidirect Government Services for Northern Ireland [www.nidirect.gov.uk](http://www.nidirect.gov.uk)  
The Care Tribunal for Northern Ireland [www.courtsni.gov.uk/en-GB/Tribunals/CareTribunal](http://www.courtsni.gov.uk/en-GB/Tribunals/CareTribunal)  
The Adult Safeguarding Hub (SAaRIH) [www.saarih.com](http://www.saarih.com)

## **Helplines**

AccessNI 0300 200 7888  
DBS 03000 200 190  
Domestic and Sexual Violence 0808 802 1414  
Elder Abuse 0808 808 8141  
Lifeline 0808 808 8000  
NIACRO (Belfast) 028 903 20157  
Northern Ireland Housing Executive 03448 920 900

## **CHILDREN / YOUNG PEOPLE**

### **Keeping Children Safe:**

Our Duty to Care  
Standards & Guidance for Safeguarding  
Children & Young People

### **Volunteer Now, July 2017**

Tel: **028 9023 2020** Web: **[www.volunteernow.co.uk](http://www.volunteernow.co.uk)**

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## **Health and Social Care (HSC) Trusts - Gateway Teams**

**Belfast HSC Trust 028 9050 7000\***

**Northern HSC Trust 0300 123 4333\***

### **Northern Gateway Team**

(Ballycastle, Ballymoney, Portrush and Coleraine) 028 7032 5462

### **Central Gateway Team**

(Ballymena, Magherafelt and Cookstown) 028 7965 1020



**South Eastern Gateway Team**

(Antrim, Carrickfergus, Newtownabbey and Larne) 028 9334 0165

**Southern HSC Trust 0800 783 7745\*****Craigavon and Banbridge Gateway Team**

(Craigavon, Banbridge, Dromore, Lurgan, Portadown and Gilford) 028 3834 3011

**Armagh and Dungannon Gateway Team**

(Armagh, Coalisland, Dungannon, Fivemiletown, Markethill, Moy, Tandragee and Ballygawley)  
028 8771 3506

**Newry and Mourne Gateway Team**

(Newry City, Bessbrook, Annalong, Rathfriland, Warrenpoint, Crossmaglen, Kilkeel and Newtownhamilton) 028 3082 5000 option 1

**South Eastern HSC Trust 0300 100 0300\*****Greater Lisburn Gateway Team**

(Lisburn, Dunmurry, Moira and Hillsborough) 028 9060 2705

**North Down and Ards Gateway Team**

(Bangor, Newtownards, Ards Peninsula and Comber) 028 9181 8518

**Down Gateway Team**

(Downpatrick, Newcastle and Ballynahinch) 028 4461 3511

**Western HSC Trust 028 7131 4090\***

**Enniskillen Gateway Team** 028 6634 4103

**Omagh Gateway Team** 028 8283 5156

**L'Derry Gateway Team**

(L'Derry, Limavady and Strabane) 028 7131 4090

**Out of hours emergency service**

There is a single, regional number for out of hours referrals: 028 9504 9999

This number came into effect on 29 May 2013

**PSNI Public Protection Units (PPUs)**

Use central number 0845 600 8000 and specify your location.

<b>ACE (Advisory Centre for Education)</b> Advice on bullying	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a> <b>Helpline</b> 0808 800 5793
<b>Anti-bullying Alliance</b>	<a href="http://www.antibullyingalliance.org">www.antibullyingalliance.org</a>
<b>Behaviour Management</b>	<a href="http://www.parenting-ed.org">www.parenting-ed.org</a>
<b>Bullying</b> Good advice for children on bullying is outlined here - how to recognise it, and what to do if you are the victim or know of someone who is. For those unwilling to tell anybody, help is available on the site via email.	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
<b>Child Exploitation Online Protection</b>	<a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>
<b>Child Protection in Sport Unit (CPSU)</b> Newsletter email "subscribe" to cpsu@nspcc.org.uk	<a href="mailto:pstephenson@nspcc.org.uk">pstephenson@nspcc.org.uk</a> <a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a> 028 90351135
<b>Childline Northern Ireland</b> Got a problem? Childline has helped hundreds of thousands of children in trouble or danger. If you feel you can't face ringing them, check out their website. There are fact sheets on many subjects including bullying.	<a href="http://www.childline.org.uk">www.childline.org.uk</a> <b>Helpline</b> 0800 11 11  1st Floor, Queens House , 14 Queen Street, Belfast BT1 6ED. Tel: 0870 336 2945
<b>Children's Law Centre</b>	<a href="http://www.childrenslawcentre.org">www.childrenslawcentre.org</a> Philips House, York St, Belfast, BT15 1AB <b>CHALKY Helpline</b> 0808 808 5678
<b>Counselling for young people</b>	<a href="http://www.contactyouth.org">www.contactyouth.org</a>
<b>Department Of Culture Arts and Leisure</b>	<a href="http://www.dcalni.gov.uk">www.dcalni.gov.uk</a>
<b>Domestic Violence</b>	<a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>
<b>Drugs and alcohol</b>	<a href="http://www.contactyouth.org">www.contactyouth.org</a>
<b>Health</b>	<a href="http://www.kidsallergies.co.uk">www.kidsallergies.co.uk</a>
<b>Health and Social Care Trust Gateway Teams</b>	

Belfast HSC Trust Gateway Team Northern HSC Trust Gateway Team South-Eastern HSC Trust Gateway Team Southern HSC Trust Gateway Team Western HSC Trust Gateway Team	028 90507000 0300 1234333 0300 1000300 08007837745 028 71314090
<b>Internet Safety</b>	<a href="http://www.iwf.org.uk">www.iwf.org.uk</a>
<b>Kidscape</b> (Bullying) Open Monday to Friday between 10am and 4pm.	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> 020 7730 3300
<b>National Children's Bureau</b>	<a href="http://www.ncb.org.uk">www.ncb.org.uk</a>
<b>NI Anti-Bullying Forum</b>	<a href="http://www.niabf.org.uk">www.niabf.org.uk</a>
<b>NI Commissioner for Children &amp; Young People</b>	<a href="http://www.niccy.org">www.niccy.org</a>
<b>NSPCC Child Protection Helpline</b>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <b>Helplines</b> Help for adults concerned about a child Call on 0808 800 5000 Help for children and young people Call Childline on 0800 1111  <b>Helpline 0808 800 5000</b>
<b>Parentline Plus</b> Advice for parents on supporting a child who is being bullied.	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a> <b>Freephone 0808 800 2222</b>
<b>Parenting NI</b> Parenting NI is a leading organisation for parent support in NI. Offering a freephone helpline service, counselling and parenting programmes.	<a href="http://www.parentingni.org/">www.parentingni.org/</a> <b>Freephone 0808 8010 722</b>
<b>Parents Centre</b>	<a href="http://www.parentscentre.gov.uk">www.parentscentre.gov.uk</a>
<b>Special Education Needs</b>	<a href="http://www.throughtheroof.org">www.throughtheroof.org</a>
<b>Suicide and self-harm</b>	<a href="http://www.pipsproject.com">www.pipsproject.com</a>

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<b>Samaritans</b>	<a href="http://www.samaritans.org">www.samaritans.org</a>
<b>There4Me</b> NSPCC On line advice service for 11- 16 year olds	<a href="http://www.there4me.org.uk">www.there4me.org.uk</a>
<b>Volunteer Now</b> 028 90232020	<a href="http://www.volunteernow.co.uk">www.volunteernow.co.uk</a>

### **Anti bullying**

- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Anti-bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- ChildLine [www.childline.org.uk](http://www.childline.org.uk)

### **First aid**

- British Red Cross [www.redcross.org.uk](http://www.redcross.org.uk)
- St John's Ambulance [www.sja.org.uk](http://www.sja.org.uk)
- Department for Education & Skills (DfES) [www.dfes.gov.uk/publications](http://www.dfes.gov.uk/publications)

### **Protecting children online**

- Child Exploitation and Online Protection Centre (CEOP) [www.ceop.gov.uk](http://www.ceop.gov.uk)
- Internet Watch Foundation (IWF) [www.iwf.org.uk](http://www.iwf.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Childnet International [www.childnet-int.org](http://www.childnet-int.org)
- Department for Education & Skills (DfES) [www.safety.ngfl.gov.uk/schools](http://www.safety.ngfl.gov.uk/schools)
- Get Safe Online [www.getsafeonline.org](http://www.getsafeonline.org)

