



SAFEGUARDING POLICY

CHILDREN

GUIDELINE AND PROCEDURES

APPROVED by ARCADE Board: DECEMBER 2024
Date for review: DECEMBER 2025

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1 Safeguarding Policy

ARCADE is committed to promoting equality, diversity and an inclusive and supportive environment for all children with whom it works. The aim of this policy is to promote good practice, so that all ARCADE staff can provide children they work with with appropriate safety and protection.

1.1 Policy statement

ARCADE is committed to the following:

- Safeguarding is everyone's responsibility. If children are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- The welfare of the child is paramount
- Children will not receive any less favourable treatment on the grounds of gender, disability, race, age, sexual orientation, religious belief, or ethnicity and will not be disadvantaged by conditions or requirements which cannot be shown to be justifiable
- Taking all reasonable steps to protect child from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings
- All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately
- All ARCADE employees and/or volunteers who work with children and s will be recruited with regard to their suitability for that responsibility, vetted in accordance with legal requirements and will be provided with guidance and/or training in good practice and child and protection procedures
- Implementing and monitoring child protection procedures and reviewing and updating this policy at least once every two years for approval by the Board and always in accordance with new legislation.

Should any member of staff or freelance artist have any questions about this policy, they should be referred to one of ARCADE's Safeguarding Officers, their details below.

1.2 Named persons and contact details

Safeguarding Officer	Sophie Drury-bradey	sophie@hello-arcade.com 07788682724
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Safeguarding Officer	Rach Drew	rach@hello-arcade.com 07834 244401
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1.3 Definitions

A child is defined as anyone under the age of 18 ([Children Act 1989](#)).

Safeguarding children is defined as:

- Protecting children from maltreatment
- Preventing impairment of child health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

Child Protection is defined as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.

2 Promoting Good Practice

The good practice highlighted below outlines a code of behaviour for members of staff, freelancers and volunteers when working with children and for ARCADE. Each child has the right to protection from all forms of abuse, neglect or exploitation.

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of people working at ARCADE to make judgements about whether or not abuse is taking place. It IS however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 4.

It is also their responsibility under the direction of the ARCADE management team to implement all applicable controls, procedures and vetting arrangements which are in place to safeguard children and vulnerable adults and to follow up through the appropriate channels any concerns raised.

2.1 Good practice

All ARCADE freelancers, employees and volunteers should adhere to the following principles and action:

- Always put the welfare of the child first.
- Treat all children equally and with respect and dignity.
- Always engage with children in an open environment i.e. avoiding private or unobserved situations.
- Avoid unnecessary physical contact with children. Where any form of manual or physical support is required it should be provided openly and with the consent of the child and vulnerable adult (please refer to Safe Touch Guidelines, Appendix B).

- Make the experience of ARCADE's programme fun and enjoyable: promote fairness, confront and deal with bullying.
- Be an excellent role model, provide an example of good conduct: e.g. being mindful of language used; adhering to a school's system; dressing appropriately for the activity being delivered
- Always give enthusiastic and constructive feedback rather than negative criticism.
- Keep their personal lives separate and maintain appropriate boundaries (e.g not sharing mobile numbers or personal information).
- Report any issues of concern to staff or ARCADE's Child Protection Officer.

2.2 Poor/ At risk practice

The following actions/behaviours should be practised by all ARCADE freelancers, employees and volunteers to avoid putting them or the child at risk:

- Do not spend time alone with children away from others, or being unescorted in a school environment. In situations where this cannot be avoided, make yourself as visible as possible (e.g. do not have your back to others, leave a door open).
- Do not do things of a personal nature that the child can do for themselves.
- Do not make sexually suggestive comments to a child, even in 'fun'.
- Always record and/or act upon any allegations made by a child (for more information on responding to allegations, please see Section 4 of this Policy).
- Do not administer prescription or other medications under any circumstances.
- Do not engage in rough, physical or sexually provocative games.
- Do not allow or engage in inappropriate or intrusive touching of any form.
- Do not challenge a child using inappropriate language.
- Under no circumstance should children visit your home.
- Do not accept social invitations from a child.
- Do not accept digital/social media invitations/friend requests from a child.
- Do not have unsupervised conversations with a child via any social media platform/text/email.

2.3 Use of photographic/filming equipment

ARCADE requires that appropriate Photographic Consent Forms have been completed before taking photographs or video footage. The consent is for the full use of the material by ARCADE in any form and in any medium, which reasonably promotes or advertises the aims of ARCADE. This will include ARCADE approved organisations, local press and commercial educational/funding magazines. The photography/video footage will not be used for any other means.

2.4 Storage of photography

Photographs and film footage of children and vulnerable persons will be stored in a password sensitive folder. Photos which are not to be used are to be clearly labelled.

3 Recognising Abuse

3.1 Types of abuse & indicators

It must be recognised that the below lists are not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. The types of abuse highlighted below are physical, sexual, emotional and neglect.

Physical abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

Indicators may include one or more of the following:

- Bruising to the head or face or torso;
- Bruising which indicates fingertip pressure;
- Bruising of different ages;
- Bruising or marks in lines which may result from beating with an implement;
- Cigarette Burns;
- Bruises and fractures for which there is no reasonable consistent explanation;
- The child shows fear of adults;
- Adult bite marks;
- Extensive scratch marks;
- Scalds and blisters;
- A history of genital mutilation in the family and a current possibility of circumcision;
- The child shows fear of others (this may be indicative of bullying).

Sexual abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse includes non-contact activities, such as involving the child in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Boys and girls can be sexually abused by males and/or females, by adults and other young people, and by people from all backgrounds.

Indicators may include one or more of the following:

- Child displaying inappropriate sexual knowledge;
- Child displaying inappropriate sexual behaviour;
- Child suffering urinary infections, venereal disease, AIDS or HIV, damaged sexual

organs.

Emotional abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve making a child or vulnerable adult feel they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

Indicators may include one or more of the following:

- Child exhibits disturbed and irrational behaviour;
- Child shows fear of adults;
- Child is unable to relate to peers and/or siblings and is isolated socially;
- Child shows signs of developmental delay for which there is no medical or physiological explanation;
- Child shows low self esteem;
- Child has aggressive tantrums;
- The child becomes depressed or withdrawn and may be suicidal, self-harming or runs away;
- The child shows fear of other children or young people (this may be indicative of bullying).

Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

Indicators of neglect can be difficult to identify and use. Indicators of poverty may sometimes be misread as signs of neglect. Poverty affects material standards but it does not of necessity affect the quality of care. There can be neglect in affluent households in which children and young people are surrounded by material comfort, but where they do not receive adequate care and supervision appropriate for their age.

Indicators may include one or more of the following:

- Failure to thrive;
- Developmental delay;
- Prone to illness;
- Sallow or sickly appearance;
- Abnormally high appetite, stealing or hoarding food;
- Smelly or dirty appearance;
- Untreated medical conditions.

4 Responding to concerns and allegations

It is not the responsibility of anyone working at ARCADE in a paid or unpaid capacity to decide whether or not child abuse has taken place. However there is a legal obligation to report any concerns so that the necessary action may be taken to protect the child. This applies BOTH to allegations/concerns of abuse occurring at a school (whether by staff, volunteers or members of the public) and to disclosure/concerns that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions.

For more detailed information, see the Government's guidance document:

['What to do if you are worried a child and vulnerable adult is being abused' \(2015\)](#)

The NSPCC Guidance can be found here:

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/what-if-suspect-abuse/>

4.1 Receiving evidence of possible abuse

ARCADE staff or freelancers working with children may become aware of possible abuse in various ways. They may see it happening, may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to by someone else or directly by the child / person affected.

There are a number of circumstances in which staff might suspect abuse. These include:

- a child 'disclosing' abuse – telling someone s/he is being or has been abused;
- a child having an injury for which there is no satisfactory explanation or a number of explanations;
- a child behaving or appearing in such a way as to give rise to concern;
- a member of the teaching/caring staff has been seen abusing a child.

4.2 How to respond when a child discloses abuse

If a child discloses information that indicates that they are being abused, you should:

- Stay calm and listen carefully to what is said. Allow the child to continue at their own pace.
- Inform the child at an appropriate early opportunity, that it is likely the information will need to be shared – do not promise to keep secrets.
- Reassure the child that they are not to blame and that it was right to tell.
- Listen to the child, showing that you are taking them seriously.
- Ask questions for clarification only so that there is a clear and accurate understanding of what has been said. Do not ask leading questions.

- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the child's own words as soon as possible after the disclosure – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Report immediately the incident to the Designated Safeguarding Lead in the School / Group and notify one of ARCADE's Safeguarding Officers.

4.3 Recording information

To ensure that information is as helpful as possible, a detailed record should always be made immediately after the allegation/disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Please use an Incident Report Form (Appendix A). Information should include the following:

- The child's name, age and date of birth
- The nature of the allegation/ disclosure/ concern, including dates, times and any other relevant information
- Relevant information about the circumstances of your concerns – what you see, hear or suspect to be happening about an individual child
- Details of witnesses to the incident(s)
- The child's account, if it can be given, of what has happened
- Has anyone else been consulted? If so record details
- Has anyone been alleged to be the abuser? Record detail.

4.4 Reporting the concern

If you have any concerns about the welfare of a child and vulnerable adult, you must report these to the Designated Safeguarding Lead at the School/Venue and notify ARCADE's Safeguarding Officer. S/he will usually decide whether to refer the child / adult to social care, but it is important to note that anyone can refer their concerns to children's / adult's social care directly. If you don't feel that your concern has been followed up on, it is your duty to report to another person either in the school or within the ARCADE management structure.

If the Designated Safeguarding Lead is the subject of the suspicion/allegation the report must be made to ARCADE's Safeguarding Officer who will refer the matter to children's social care.

Concerns should always lead to help for the child at some point.

Allegations of abuse are sometimes made sometime after the event. Where such an allegation is made, you should follow the same procedures. You can refer to ARCADE's Whistleblowing Policy if you feel that ARCADE staff have not dealt with a concern appropriately.

If the child is in immediate danger call 999. You can report your concern using the contacts below:

North Yorkshire (Scarborough)	NY Safeguarding Hub 0300 131 2 131 Should your call be outside of business hours (Monday – Friday / 9am-5pm) please still call 0300 131 2 131 to speak to the Emergency Duty Team. https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/
East Riding (Bridlington)	ERY Children’s Safeguarding Hub (01482) 395500 Monday to Thursday 8.30am-5pm, Friday 8.30am -4:30pm. Out of hours (01482) 393939
Further Contacts:	East Riding of Yorkshire Council’s Early Help Locality Hubs (01482) 391700 • Bridlington: ehp.bridlington@eastriding.gov.uk • Beverley: ehp.beverley@eastriding.gov.uk • Goole: ehp.goole@eastriding.gov.uk • Anlaby: ehp.haltemprice@eastriding.gov.uk • Hedon: ehp.holderness@eastriding.gov.uk • Driffield: ehp.wolds@eastriding.gov.uk

4.5 Allegations against ARCADE staff

Staff or volunteers who have become aware of anything which causes them to feel uncomfortable should talk to ARCADE’s Safeguarding Officer(s) about it immediately. All discussions must be recorded in writing by the Safeguarding Officer(s) and an action plan put in place where necessary.

If any member of staff has concerns about another staff member or about safeguarding practices at ARCADE, they must report their concerns to ARCADE’s Safeguarding Officer(s).

If you have a concern relating to *one of* the Safeguarding Officers, in the first instance you must contact the other Safeguarding Officer.

If you have a concern relating to *both of* the Safeguarding Officers, you must contact the Chair of ARCADE’s Board. Details below.

Jo Crowley	jo@19-27.co.uk 07843 274684
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ARCADE's Safeguarding Officer(s) will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

Irrespective of the findings of the social services or police inquiries the Safeguarding Officer(s) will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases the Safeguarding Officer(s) must reach a decision based upon the available information. Suspensions will be upheld if, on the balance of probability, it is more likely than not that the allegation is true. Whilst proper procedures must be maintained, the welfare of the child should remain of paramount importance throughout.

5 Safe Recruitment

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting.

5.1 Recruitment process

ARCADE requires:

- All staff, freelance workers and volunteers should provide a CV. The CV will elicit information about the applicant's past and a self-disclosure about any criminal record.
- Consent should be obtained from the applicant to seek information from the Disclosure and Barring Service (DBS) and the process implemented immediately on confirmation of appointment.
- At least one confidential reference, including one regarding previous work with children should be obtained.
- Evidence of identity (passport or driving licence with photo).
- All employees and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction during which:
 - The job requirements and responsibilities should be clarified.
 - Safeguarding procedures are explained and training needs identified e.g. basic safeguarding awareness.

5.2 DBS Checks

ARCADE requires:

- All freelance workers must have an Enhanced DBS check certified within 1 year prior to commencing employment and/or be registered on the DBS Update service, which allows employers to check certificates online.
- DBS certificates will be checked by the Producer who will record the name, Disclosure Number and date processed, which will be kept in a password secure document.
- Freelancers will be employed subject to what is recorded on their DBS form and their suitability of working with young people.
- At no point and under no circumstances will any of ARCADE staff or freelancers be left on their own with a child.

6 Training

All ARCADE freelance staff will be given a Child Protection induction upon appointment or during the first rehearsal. ARCADE's Safeguarding Officer(s) will ensure that ARCADE's Child Protection & Safeguarding Policy has been sent to new staff and will require a signature of acknowledgement.

ARCADE freelance staff will be encouraged to attend annual Child Protection and Safeguarding training delivered by ARCADE's Safeguarding Officer(s).

ARCADE's Safeguarding Officer(s) must attend higher level training in order to offer appropriate advice and assistance within the service.

This policy will be reviewed annually.

This policy has been agreed by the Trustees of ARCADE.

Safeguarding Adults Policy			
Policy Review Date	Action Required	Date Action Completed	Person completing Review
December 2024	No Action	-	JC, TS, YW, KA & MR
December 2025			
December 2026			

Appendix A – Incident Report Form

To be completed and sent to ARCADE's Safeguarding Officer

Completed by: Contact number:

Date:

Description of incident, please include (as much as you know):

- Child adult's name, age and date of birth.
- The nature of your concern, including dates, times and any other relevant information.
- Relevant information about the circumstances of your concerns – what you see, hear or suspect to be happening about an individual child / vulnerable adult and young person; allegations of abuse; injuries or bruising.
- The child's account, if it can be given, of what has happened.

I confirm that the above information is correct to my best knowledge. I know not to pass on any information disclosed above but may be requested to recount the events in a court of law.

..... (Signed on
behalf of witness) (Signed on behalf of ARCADE)

Appendix B – Safe Touch Guidelines

ARCADE recognises that when used in context and with empathy, touch supports the development of our natural interactions with people we work with. Staff should ensure that they understand the reasons that they are using touch and how to use it effectively.

Staff members and volunteers should only touch people:

- to encourage or assist;
- to prevent imminent injury to person;
- to prevent serious damage to property.

Staff should not encourage children to hold hands or sit on their laps etc. but can encourage children to sit next to them / give a high five / link arms.

Workers need to be aware that for children / adults who have suffered abuse, physical contact may have upsetting connotations and result in a negative reaction.

Cultural factors are significant with regard to physical contact and a child /young person / adult's culture needs to be respected.

Children with special educational needs e.g. neurodiverse conditions, may be particularly averse to physical contact and need their own personal space.

Staff should be aware that some children are indiscriminate in their affections and in their approaches to unfamiliar adults and other children. Inappropriate touching by children should be discouraged and where necessary the incident should be discussed with the teacher.

Appendix C - Further Information / Contacts

North Yorkshire Safeguarding Children Partnership

<https://www.safeguardingchildren.co.uk/>

East Riding Safeguarding Children Partnership

<https://www.erscp.co.uk/>

NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/>