

Artis Foundation Safeguarding Policy

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Rationale

The Artis Foundation works directly with children and young people and therefore takes the issues of safeguarding and child protection very seriously. We are aware that organisations working with children can be the target of those who may wish to harm children. In order to protect against this, we have a safeguarding policy to ensure all those working with us follow best practice.

We want to create an environment of safety and mutual respect, where safeguarding is everyone's responsibility and the welfare of children is paramount in every aspect of our work. We review this policy at least annually in order to meet with all current legislation and best practice.

We define "children" as young people under the age of 18 years.

Policy Principles

The Artis Foundation will seek to safeguard children by ensuring that everyone involved with the Foundation values them, listens to and respects them. We are committed to:

- adopting safeguarding guidelines through procedures and a code of conduct.
- ensuring that all Artis Foundation staff and Artis Specialists (arts educators working directly with children) will be the subject of an enhanced disclosure from the Disclosures and Barring Service (DBS), which deems them suitable to work with children, prior to any contact with children taking place. This will be reissued every three years.
- ensuring all our staff and Artis Specialists have agreed to comply with Artis Foundation's Safeguarding Policy.
- ensuring that all Artis Foundation staff and Artis Specialists have successfully completed the online training course 'Safeguarding in Education' through the Child Protection Company every two years. (<https://www.childprotectioncompany.com/CPC/pa/safeguarding-in-education-course>)
- sharing information about concerns with schools and/or agencies who need to know.
- providing effective management for staff and Specialists through supervision, support and training.
- adopting the principles of this policy in relation to online engagement (e.g. by appropriate use of social networking websites).

Key personnel: roles and responsibilities

Safeguarding is everyone's responsibility. Ultimately, the trustees of the charity are responsible for ensuring that the Artis Foundation takes its safeguarding responsibilities seriously and has appropriate policies and procedures in place. The trustees will review this area at least once annually.

From a day to day perspective, it is the specific responsibility of the Designated Safeguarding Lead (DSL) to ensure that the safeguarding policy is being followed as intended and to respond to any concerns raised.

The DSL is Samantha Matthews, Director, at Artis Foundation.

What are safeguarding and child protection?

'**Child protection** is a part of safeguarding and promoting welfare to protect specific children who are suffering, or are likely to suffer, **significant harm**.'

'All agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.'

It is important to note that there is a difference between safeguarding and child protection. **Safeguarding** is something schools should do for all students, whereas child protection refers to the set of procedures put in place for children who are at risk of harm or who have already been harmed.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable all children to have the best outcomes

"A child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people'."

Working Together to Safeguard Children (HM Government 2015)

Why do we need child protection training?

Although very difficult to accept, child abuse does happen and is unfortunately an all too common occurrence across most cultures and countries. Any child, regardless of age, gender, race, religion, culture or social background may be at risk of physical, sexual or psychological harm and a potential victim of abuse.

There is however evidence to suggest that incidents of child abuse can be reduced and often prevented through implementation of national strategies aimed at promoting children's rights and reducing the risks of child abuse occurring.

The safeguarding course helps to raise awareness of child protection issues, thus helping you to:

- Keep children and young people safe
- Meet legal and moral responsibilities
 - Minimise the risks of allegations being made
- Enhance your knowledge and understanding
- Promote better outcomes.

The legal framework

The legal framework for safeguarding and protecting the safety and welfare of children and young people in England is: The Children Act (1989) and the Children Act (2004). The current statutory guidance is Working Together to Safeguard Children (2015).

Organisations should also follow the supplementary guidance What to do if you're worried a child is being abused (2006) and have access to a copy of their Local Safeguarding Children Board's guidance and procedures. This list is by no means exhaustive and further reading is highly recommended.

What are the main agencies responsible for child protection?

The main statutory agencies responsible for safeguarding and promoting the welfare of children include:

- Children's social care services (Leads on all child safeguarding and protection issues)
- Police (Leads on all criminal investigations)
- Health
- Education
- Children and Family Court Advisory Support Service (CAFCASS)
- Probation
- The Voluntary Sector.

But everyone shares responsibility for safeguarding and promoting the welfare of children and young people, irrespective of individual roles.

What are the 6 main

The 6 Principles of Safeguarding as defined by The Care Act 2014 are:

- Accountability
- Empowerment
- Partnership
- Prevention
- Proportionality
- Protection

Despite these principles being created mainly for carers with a responsibility for safeguarding vulnerable adults, we believe that these 6 Principles of Safeguarding are important across the board, for individuals of all ages, in all workplaces.

What are the specific safeguarding issues?

Specific safeguarding issues schools should be aware of are:

- Child Sexual Exploitation (CSE) - Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. Boys and young men as well as girls and young women can be exploited.
- Bullying (including online bullying) – bullying is considered a form of abuse, with online bullying occurring through emails, text messages, telephone calls or on social networking sites.
- Domestic Violence – ‘Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial or emotional abuse’
- Drugs - Schools have an important role in preventing drug misuse as part of their safeguarding duty to promote pupils wellbeing.
- Fabricated Illness - A specific and very serious type of physical abuse which occurs when a parent/carer fabricates a child’s illness or themselves deliberately induce the illness
- Faith Abuse - This covers a range of different types of abuse that are linked to faith or belief systems
- Female Genital Mutilation (FGM) - This is considered as child abuse in the UK; it is illegal, extremely harmful and a grave violation of girls’ and women’s rights
- Forced Marriage/Under-age Marriage - This is a marriage that takes place without full and free consent of both parties. This should not be confused with arranged marriage between consenting adults. Forced marriage of a young person under the age of 18 is a child protection issue.
- Gender-based Violence/Violence against Women - This refers to a range of harmful and abusive practices, such as FGM.
- Honour Crimes - These can include physical assaults, abduction and murder which are carried out in the name of so called family honour.

- Trafficking - This involves the exploitation of children through force, threats and deception. A child's human rights are abused through debt bondage, deprivation of liberty and lack of control over one's labour.
- Gang and Serious Youth Violence - Most children and young people are not affected by gangs or serious youth violence. However, even low levels of violence can have a significant impact on schools and form a safeguarding concern.
- Mental Health – Schools should promote positive mental health, support children with emotional and behavioural difficulties and have the tools to help identify pupils likely to need extra support and access services such as CAMHS.
- Private Fostering - This is when a child under the age of 16 (under 18 if disabled) is being cared for by a non-relative for a period of 28 days or more
- Teenage Relationship Abuse - Abuse and sexual violence in teenage relationships does happen and is never acceptable. Early intervention is important in order to try and prevent abuse before it starts.

Online safety

Online safety is primarily about safeguarding and involves educating and empowering children and young people to enjoy the safe use of digital technologies.

It is imperative that all staff working with children have a good knowledge of e-safety risks and behaviours. As technology is a fast-paced environment and apt to change frequently, it is vital that discussions about online safety are regularly undertaken.

- The Internet, mobile phones, games consoles etc. give children and young people access to an overwhelming amount of information. It is not those devices that create risk, it is the user. Children need to understand these risks in order to stay safe; adults need to understand the risks in order to keep them safe.
- Online safety is about educating and empowering children; raising the awareness of risks and issues with adults; governance and liability to the organisation. Online safety is about safeguarding not technology.
- There are many risks when using digital technology. The main ones are: the Internet predator/grooming, online bullying, the role of technology in sexualised behaviour (sexting) and radicalisation.
- Online safety is a whole organisation community issue. This includes: all children, all staff, all support staff, governing bodies and parents.
- NEVER investigate suspicious illegal activity – inform your manager/Designated Safeguarding Lead/Professional/Head and call the Police.
- NEVER forward or print out anything you suspect to be illegal – inform your manager/ Designated Safeguarding Lead/Head and call the Police.
- NEVER ask somebody else to look at something you suspect to be illegal – inform your manager/ Designated Safeguarding Lead/Head and call the Police.

Radicalisation and extremism

The number of people who are prepared to support terrorism or violent extremism is very small. However it is much greater amongst young people. All the terrorist groups who pose a threat to us look for new people to recruit to their cause. The process by which they manipulate these people to support violence for their cause is called **radicalisation**.

Prevent addresses all forms of terrorism and violent extremism, regardless of race, culture, religion or politics. It prioritises its resources based on the threat to the UK. Currently, the greatest threat to our national security is from Al Qa'ida/ISIL and groups inspired by them. We are also seeing a rise in right-wing extremism (e.g. Nazism).

People who are drawn to political or religious beliefs that support the use of violence will usually show 'early warning signs' that they are on a path towards **radicalisation**.

These can often be demonstrated by the following indicators:

- Graffiti symbols, writing or artwork that depicts or promotes extremist messages / images
- Accessing online resources for violent extremists – Internet, Facebook, YouTube, Chat rooms
- Significant changes in behaviour and/or friendships
- Wearing clothing and/or logos that represent extremist groups
- Voicing opinions drawn from extremist narratives
- Using language or hate terms that excludes others or incites violence (and intolerance).

Prevent is another form of **safeguarding**. It provides a mechanism for raising awareness of issues of extremism and, where vulnerabilities are identified; it can facilitate the **CHANNEL** process so that a multi-agency approach can be used to support that vulnerable person.

Interventions are not new; we engage them for many forms of criminality.

Terrorism is another form of criminality.

Your Designated Safeguarding Lead will be your first point of contact and all concerns should be raised with her/him. They may hold information which you are not aware of that adds to the bigger picture. They can make the decision of whether the matter requires **CHANNEL** intervention.

What is Abuse and Neglect?

'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.'

The Children Act 1989 states that abuse should be considered to have happened when someone's actions have caused a child to suffer **significant harm** to their health or development, or is likely to.

Significant harm is defined as 'any form of abuse, neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.'

What are the main types of abuse?

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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.'

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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.'

Emotional Abuse

'Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.'

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. Neglect may occur during pregnancy as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.'

What are the signs and indicators of abuse and neglect?

Children often find it very difficult to talk about the abuse they're experiencing and abusers can also become very skilled at covering their tracks and may appear as very caring people. Therefore you might have to rely on possible signs as an indication of possible abuse. But remember you are not expected to decide which type of abuse a child may be experiencing; this is not the responsibility of any one person.

Indicators of Physical Abuse (Non-Accidental Injuries)

- Injuries in unusual positions which it's hard to explain the nature of i.e. back, chest, torso, buttocks, neck, behind ears, inside thighs, face, head, genitals, back of hand
- Injuries inconsistent with the age, abilities or lifestyle of the child
- Finger marks, slap marks, bites, fractures, burns and scalds
- Damage to the mouth such as bruised or cut lips or torn skin where the upper lip joins the mouth
- Clusters of injuries forming regular patterns
- Injuries at different stages of healing
- Object marks, clear outlines of objects
- Child appears frightened
- Explanation of injuries is avoided or inconsistent (child and/or carer)
- Delay in seeking treatment for injuries
- Child behaving aggressively towards others.

Indicators of Emotional Abuse

- Physical, mental and emotional developmental delays
- Needy or clingy
- Difficulty with genuine trust, intimacy and affection
- Negative, hopeless and negative view of self, family and society
- Low self esteem, deference and resignation
- Change in appetite
- Extremes of passivity and aggression
- Poor concentration
- Difficulty making friends
- Sudden speech disorders
- Unexplained fear, defensiveness, ambivalence

- Emotional withdrawal
- Sleep disturbance
- Carer constantly rejects and ignores the child, depriving them of responsiveness and stimulation
- Carer isolates the child and prevents them building relationships and making friends
- Carer shows little warmth and affection towards the child
- Carers constantly criticises or humiliates the child and appears unable to give praise.

Indicators of Sexual Abuse

- A detailed sexual knowledge inappropriate to the age and developmental stage of the child
- Sexually explicit language/behaviour
- Increased frequency of visits to the toilet, bed wetting
- Behaviour that is excessively affectionate or sexual towards other children or adults
- A fear of medical examinations
- A fear of being alone
- Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- Excessive masturbation
- Sexual approaches or assaults on other children or adults
- Urinary tract infections, sexually transmitted diseases
- Bruising to the buttocks, lower abdomen thighs, and genitals and other rectal areas.
- Bruises may be confined to grip marks where a child has been held so that abuse can take place
- Drawing pornographic or sexually explicit images or writing about the same.
- Depression
- Low self esteem.

Indicators of Neglect

- Failure to thrive
- Constant hunger and/or tiredness,
- malnutrition, steals food
- Poor hygiene
- Frequent accidental injuries and illnesses
- Untreated medical problems
- Developmental delays
- Poor state of clothing
- Unable to make friends, lack of social relationships
- Low self esteem
- Treated differently to other children by
- their carer
- Carer appears stressed and unable to cope.



Always Remember:

- Abuse can be a one off act or it can be something that happens regularly.
- Abuse is often, but not always, a crime.
- Abuse can be perpetrated by anyone anywhere.
- There is often more than one type of abuse in any situation.
- Abuse is not always intentional – it can be the result of often well meaning ignorance.
- We all have a duty to report any concerns or suspicions that a child is being or has been abused.

Responding to disclosures of child abuse and neglect

On occasion children and young people will disclose abuse to the trusted adults who have contact with them. When this occurs it is vitally important that the disclosure is responded to correctly.

Always:	Never:
<ul style="list-style-type: none"> • Remain calm, be available to listen carefully to what you are being told and try not to show any shock or disbelief. • Listen with the utmost care to what the child is saying • Inform the child that this information will have to be passed on but only to people who need to know and who will help protect their safety and welfare • Offer reassurance to the child or young person. Let them know that they were right to inform you, that the abuse isn't their fault, that they've done the right thing and that you are listening to them and treating the information seriously. • Use a language that the child understands and wherever possible the child's words to clarify or expand what has been said. • Make notes of the main points carefully. • Make a record of any apparent injuries. It may be useful to use a body map to record details of the injuries. • Inform the Designated Safeguarding Lead or their Deputy in your organisation immediately, unless the disclosure implicates them in any way. If you're unable to make contact with these people then contact children's social care services or the police if the child is in imminent danger. 	<ul style="list-style-type: none"> • Make promises – to keep secrets, that you can make everything better • Ask leading questions or begin to investigate. This may cause unnecessary stress and repetition for the person concerned. It may also invalidate any evidence if required for a prosecution • Put words in the child's mouth • Ask or make children and young people write statements about abuse that may have happened to them. This is inappropriate. • Stop someone who is freely recalling significant events; allow them to share whatever is important to them • Contact the alleged 'perpetrator' or alleged 'victim' (unless you have no choice because they make contact with you) • Be judgmental (e.g. 'Why didn't you try and stop them?'); • Break the confidentiality agreed between the person disclosing the information, yourself and your line manager. • Make promises you are unable to keep; • Rush the child into giving details of the abuse. Your role is to listen to what the child wants to tell you and not to conduct an investigation.

Always Remember:

Monitor, record and consult with your Designated Safeguarding Lead. If a child is at imminent risk you must not delay.

Contact children's social care services immediately or the police in an emergency.

What should be recorded?

A full written record of the disclosure should be made as soon as possible on the same day and stored in a secure location until passed to the relevant agency.

Ensure all records are clearly signed and dated and include:

- the time the conversation with the child took place
- the time the record was written
- a clear factual outline of what was said
- details of the child's body language, etc
- Always attach any initial notes made, body maps etc.

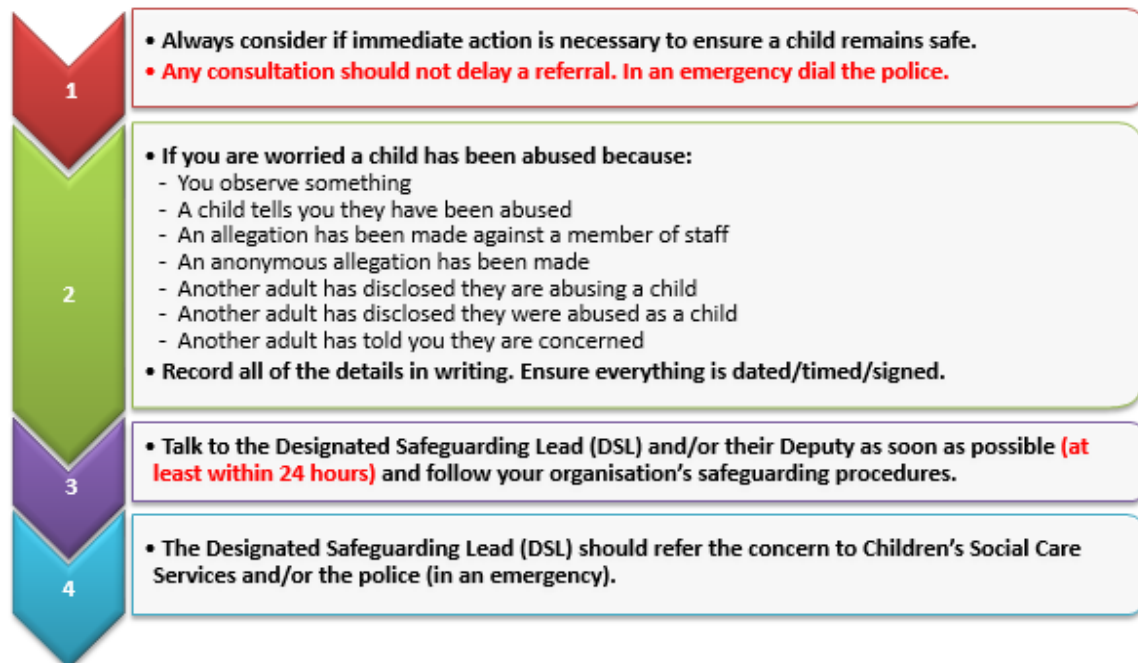
All referral information and decisions, phone calls, discussions and actions should also be recorded and kept with the full record. This should also include a record of any decisions made not to refer the incident, along with the reasons.

Remember your recordings are official documents and may become evidence in the future

When managing concerns of child abuse and neglect:

Always consider if immediate action is necessary to ensure a child remains safe. If not follow steps 1 to 3

:



Personal support mechanisms

Dealing with child abuse can be an extremely difficult experience for everyone concerned. Whilst it's vitally important to have systems and procedures in place to safeguard and protect the safety and welfare of children it's also important to think about what support mechanisms are in place to help and support you.

Consider what support mechanisms you have in place.

- Do you have people at work and/or at home you are able to talk to about any personal anxieties you may have?
- Do you have regular meetings and contact with relevant people such as the children's safeguarding lead person/deputy or a manager with whom you can discuss any concerns or anxieties you may be experiencing?
- Do you have access to relevant information such as organisational safeguarding policies and risk assessments etc?
- Do you have a system in place to ensure your training and development is maintained and kept up to date?

Remember safeguarding and promoting the safety and welfare of children and young people is EVERYBODY'S BUSINESS and everybody can help by:

Maintaining a child focus

Being observant: of children, young people, adults Carrying out safeguarding risk assessments

Following procedures

Monitoring concerns

Responding to concerns

Recording concerns

Consulting with the lead or deputy professional for child protection Referring concerns to children's social care services Dialling 999 for the police in an emergency

Observing confidentiality with family and friends.

Disclosure of Criminal Background/Recruitment and Selection Procedures

When engaging freelance performing artists it is Artis Foundation policy to:

- The role will be clearly defined and key selection criteria for the post is identified
- undergone our rigorous recruitment process, we would have observed them working with children and they would have successfully completed our training programme
- undertake a full enhanced Disclosure and Barring Service (DBS) check or run an update check using the government update service on an existing DBS
- attain two satisfactory written references
- carry out identity, address, and 'Right to Work in the UK' entitlement checks
- verify qualifications
- obtain a valid Childcare Disqualification self-declaration
- ensure successful completion of 'Safeguarding in Education' training course

Prior to any Specialists delivering in schools, a link will be sent of their profile which includes their individual DBS certificate number, issue date and their photograph. They will then bring their DBS certificate, photo ID and Childcare Disqualification Declaration with them.

Code of behaviour and good practice

Artis Foundation requires all its staff and Specialists to follow this code of behaviour and good practice at all times, when engaged in any Artis Foundation activity that involves contact with children.

This code has been developed to provide advice which will not only help to protect children, but will also help identify any practices which could be mistakenly interpreted and perhaps lead to false allegations of abuse being made against individuals. Following this good practice code will also help to protect Artis Foundation by reducing the possibility of anyone using their role within the organisation to gain access to children in order to abuse them. When working with children all staff and Specialists are considered to be acting in a position of trust.

When working with children it is important to:

- always follow Artis Foundation's Safeguarding Policy
- treat everyone with dignity and respect putting the welfare of each participant before the goals of the activity
- treat children fairly and without prejudice
- value and take children's contributions seriously
- ensure that feedback is encouraging and constructive.
- always ensure language is appropriate and not offensive or discriminatory, and not make sexually suggestive comments, even in fun.
- always ensure equipment is used appropriately and for the purpose it was designed for

- ensure any contact with children is appropriate and in relation to the work of the activity
- provide examples of good conduct you wish others to follow.

All staff and Specialists must:

- not engage in any inappropriate physical contact
- not take, receive or pass on contact details from children nor let children have your
- personal contact details e.g. mobile number or address
- not to be-friend a child on social media
- not to take a photo of a child, unless it is for specific agreed purposes, and where
- consent from the parent/guardian has been given via the relevant school/agency
- not arrange any contact with children met through Artis Foundation activities outside of those activities.

Staff who breach this code of conduct may be subject to disciplinary procedures. Any breach of this code involving a Specialist or member of staff may result in cancellation of their contract or ability to perform with Artis Foundation. Serious breaches of this code may also result in a referral being made to a statutory agency such as the Police or Children's Services Department.

Procedures

Artis Foundation is not directly responsible for the protection of children attending any of the activities that they organise with the schools/organisations who engage Artis Foundation. The protection of any children participating in any activities organised by Artis Foundation is solely the responsibility of the schools/organisations. Artis Foundation will inform the school/designated member of staff of the situation in the event that any of the procedures detailed below need to be followed. If someone believes a child or young person may be in immediate danger, always dial 999 for police assistance.

Accidents and Injuries

It will be the responsibility of the Artis Specialist to know who the trained first aider in the school is.

If any child sustains an accident or injury whilst participating in any Artis Foundation activity, the schools/designated member of staff will be informed immediately.

If a child or member of a vulnerable group arrives for an Artis Foundation activity with an obvious physical injury, the schools/designated member of staff will be informed immediately.

Written Communications with Children

Feedback with regard to the child's work and progress should be professional and supportive indicating in what way children may improve the quality of their work. This feedback is provided in the annual class reports written by the Specialists.

Artis Specialists are not permitted to write personal notes or letters to children.

Relationships with Children

Artis Specialists are required to have a professional relationship with children: seeking to be friendly and caring but not 'over familiar'.

Artis Specialists are not permitted to have personal relationships (including all social media) with children and must seek the advice of their Mentor if a child appears to want to develop an inappropriate relationship.

Allegations against Artis Specialists

Where an accusation is made, the Head of the school concerned and the Artis Management Team (AMT) immediately informed. It is essential that any allegation of abuse against an Artis Specialist is dealt with fairly, quickly and consistently. The school's child protection policy should have provision within their own policy for allegations against all individuals working at the school

The Head of the school concerned in conjunction with the AMT is responsible for making an initial assessment of the allegation.

Where the allegation is considered to be either a potential criminal act or indicates that a child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately. It is important that the Head of the school and the AMT do not investigate the allegations.

Child protection enquiries by social services or the police are not to be confused with internal disciplinary enquiries by Artis. Artis may be able to use the outcome of external enquiries as part of its own procedures.

Artis may consider holding in abeyance its own internal enquiries while any formal police or social services investigations proceed as to continue may otherwise prejudice the investigation.

Where there is an investigation by an external agency, the designated member of Artis should be involved and contribute to the inter-agency strategy discussions. Every assistance should be given to the enquiries and appropriate confidentiality should be maintained in connection with such enquiries.

Suspension of Artis Specialists

The Artis Specialist concerned may be suspended whilst an investigation is conducted but this is not an automatic procedure. Circumstances in which suspension properly occurs include:

- where a child is at risk;
- where the allegations are so serious that dismissal for gross misconduct is possible;

- where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

Where suspension of an Artis Specialist is being considered, an interview should be arranged. The Artis Specialist should be advised to seek the advice or assistance of his or her professional organisation or friend.

The Artis Specialist should be informed at the outset of the interview that an allegation has been made and that, at the conclusion of the interview, suspension might occur. It should be made clear that the interview is not a formal disciplinary hearing but is for the purpose of putting forward a serious matter which may lead to suspension and further investigation.

The Artis Specialist should be given as much information as possible including reasons for any proposed suspension, as is consistent with not interfering with an investigation and subject to the approval from the police or other investigating agency. The Artis Specialist should be given an opportunity to make representations concerning the suspension. A brief adjournment should be offered to the Artis Specialist prior to the response.

If, as a result of the interview, the Head of the school and the AMT consider that suspension is necessary along with a full investigation of the allegation, the Artis Specialist should be advised that s/he is suspended from duty. Written confirmation of the suspension must be given within one working day, giving reasons for the suspension.

Unless there is an objection by the child protection agent concerned the Head must inform the child, parents and member of the Artis team of the likely course of action.

Allegations without foundation

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and in consultation with the school staff member with lead responsibility for child protection the AMT shall:

- inform the Artis Specialist against whom the allegation was made, orally and in writing that no further disciplinary or child protection action will be taken.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action has been taken

Artis Specialists should not feel concerned about reporting any suspected abuse by a member of Artis for fear of disciplinary.

Human Rights

Human Rights legislation is in place to uphold human dignity and to protect people from any form of humiliation. Respect and caring are part of the values of Artis. All

verbal and non-verbal interactions should indicate that the adult is respectful of the individual's human rights.

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the Artis Specialist's personal and confidential file

Physical Contact with Children

Artis Specialists and staff should not touch children particularly when reprimanding them. However, there may be occasions when a distressed child needs comfort and reassurance, which may include comforting such as a caring parent would give. Artis Specialists should use their discretion in such cases to ensure that, what is, and what is seen to be by others, is normal and natural and does not become unnecessary, unjustified contact, particularly with the same child over a period of time.

The law forbids a teacher or Artis Specialist to use any degree of physical contact that is deliberately intended to punish a child, or which is primarily intended to cause pain or injury or humiliation.

Reasonable Force and Physical Restraint

Where necessary reasonable force can be used by the teachers in the school and any other person authorised by the Head to control or restrain children. If an Artis Specialist has been authorised by the Head that individual must be made aware of and properly understand exactly what the authorisation entails and appropriate training and guidance should be provided.

There is no legal definition of reasonable force, This will always depend upon the circumstances of the individual case. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it.

The degree of force employed must be proportionate to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

The following are examples of where reasonable force and physical restraint may be used:

- child attacks an Artis Specialist or another child;
- children fighting;
- child(ren) engaged in deliberate damage or vandalism;
- child running down a corridor or stairway in a way likely to cause injury;
- child absconds from class or tries to run away from school – this should only be dealt with by school staff;
- child behaves in a way that seriously disrupts the lesson.

Before intervening physically, all Artis Specialists should, wherever practicable, tell the child to stop and what will happen if he or she does not. The Artis Specialist should try and get help from another member(s) of the school and continue to try

and communicate with the child throughout the incident making clear that physical contact or restraint will stop as soon as it ceases to be necessary. Do not give the impression that you have lost your temper or are acting out of anger or frustration or to punish the child. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force should be the minimum needed to achieve the desired result.

Physical intervention may involve:

- physically interposing between children;
- blocking a child's path;
- holding;
- pushing;
- pulling;
- leading a child by the hand or arm;
- shepherding a child away by placing a hand in the centre of the back;
- restrictive holds (used in extreme circumstances and only where appropriate training has been given).

Artis Specialists should not:

- hold a child around the neck, by the collar or in any way that might restrict the child's ability to breathe;
- slap, punch, or kick a child;
- twist or force limbs against a joint;
- trip up a child;
- hold or pull a child by the hair or ear;
- hold a child face down on the ground;
- hold a child in a way that might be considered indecent;

Sometimes it may be dangerous to try and restrain a child. In this instance remove other children, send for help and try and make the area as safe as possible continuing to try to communicate with the child.

Any instances where reasonable force or physical restraint has been used must be reported to the Head and the following form completed. A copy is kept in the central file and in the child record. Parents are immediately informed and a meeting arranged to address the issues.

Missing Children

It is important that immediate action is taken if a child is found to be missing. A senior member of staff of the school concerned must be informed and if the child is not found after the buildings and grounds have been searched the parents must be informed and the police called. Artis must be informed as soon as is practically possible.

Safeguarding guidance for teaching online

In response to COVID-19 and the resulting school closures, Artis Foundation have adapted our programmes to support online teaching and learning through *Artis Anywhere*. Artis Specialists self-film videos in which they facilitate activities for the children via a pre-recorded film. Please note that due to safeguarding reasons, we will not be doing any live-streaming or video conference calling, all materials should be pre-recorded. Please find guidance below on how to create these videos safely.

Specialists should:

- Be in a neutral area where nothing personal or inappropriate can be seen or heard in the background
- Be in Artis uniform
- Not name any children individually
- Follow guidelines for uploading videos to youtube and check privacy settings carefully
- Take extra care in how you explain activities as you will not be able to see how the children are responding to your direction, please be very clear and demonstrate fully. Do refer back to the session at January training on Safe Practice.

NSPCC

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

Recommended further reading

[What to do if you're worried a child is being abused](#)

[Working Together to Safeguard Children \(HM Government 2015\)](#)

[Keeping children safe in education: Part 1](#)

[The Prevent duty: Departmental advice for schools and childcare providers](#)

[Prevent Duty Guidance: for England and Wales](#)

[Inspecting safeguarding in early years, education and skills settings](#)