

# Child Protection Policy, Procedures and Codes of Practice

## STATEMENT OF POLICY FOR PROTECTION OF CHILDREN AND YOUNG PEOPLE

MÓTUS believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people by a commitment to practice which protects them.

We aim to provide safe participatory and creative opportunities for all the children and young people who use our services.

In order to do this we recognise that:

- The welfare of the child/young person is paramount.
- All children and young people whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children and young people, their parents, carers and other agencies is essential in promoting their welfare.

The purpose of the policy is:

- To provide protection for the children and young people who receive services from MÓTUS, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including Directors and Board of Trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of MÓTUS.

We will endeavour to safeguard children and young people by: Valuing them, listening to and respecting them.

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

## MÓTUS Child Protection Procedures & Codes of Practice

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## **1. Safeguarding Procedures**

### **1.1 Definition of children and young people**

'Children and young people' means anyone up to the age of 18 years, those over 19 years who are receiving services as care leavers [young people who have been 'looked after' children], and those between 19 and 25 years with learning difficulties. However the law assumes that by the age of 16 young people can make decisions as long as they have the capacity to do so. We are also aware that we have young people age 14 and up in audiences who have consent to visit unaccompanied by a parent or guardian. This is addressed in Appendix 10 and is subject to the relevant licensing agreement.

Care leavers are entitled to continuing support from their 18th birthday until their 25th birthdays + young adults with Special Educational Needs and subject to an Education, Health and Care Plan are also entitled to ongoing support until they reach the age of 25.

In addition the company has a responsibility towards adults at risk as per the definition in Appendix 7 of this policy.

### **1.2 Statement of values and principles**

#### **MÓTUS believes that:**

- All organisations have a duty of care to children and young people who use their services or take part in their activities.
- All children and young people should be encouraged to fulfil their potential and inequalities should be challenged.
- Everybody has a responsibility to support the care and protection of children.

### **1.3 Designated persons**

'Designated persons' are those members of MÓTUS staff who have specific responsibility for ensuring effective safeguarding and protection procedures. These are as follows:

Artistic Director

Assistant Directors

Board Members

The role of the designated person is to:

- Receive and record information from staff, volunteers, and children, parents/carers, members of the public and audience members who have child protection concerns.
- Assess the information properly and carefully, clarifying or obtaining more information about the matter as appropriate and consulting with senior colleagues if necessary.
- Consult initially with a statutory child protection agency to test out any doubts or concerns as soon as possible.
- If necessary, to make a formal referral to a statutory child protection agency without delay. The N.S.P.C.C. helpline number is 0800 800 500

### **1.4 Code of conduct**

All MÓTUS staff must:

- Treat all children and young people with respect.
- Provide an example of good conduct you wish others to follow.
- Ensure that whenever possible there is more than one adult present during activities with children and young people or at least that you are within sight or hearing of others.
- Respect a young person's right to personal privacy and encourage young people to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Be aware that physical contact with a child or young person may be misinterpreted. There may be situations where a practitioner or performer is required to have physical contact with a child. This should be done in an appropriate manner, with explanation to and permission from the child and in an area where others are present.
- Recognise that special caution is required when you are discussing sensitive issues with children or young people and in age appropriate language.
- Operate within the MÓTUS's specific procedures.
- Challenge unacceptable behaviour, including that within peer groups in venues and workshops and report all allegations/suspicions of abuse.
- Give guidance and support to inexperienced helpers, for example, graduates who may be working with MÓTUS temporarily.

Staff must not:

- Have inappropriate physical or verbal contact with children, young people or vulnerable adults.
- Enter into any social contact via personal social media.
- Be drawn into inappropriate attention-seeking behaviour/make suggestive or derogatory remarks or gestures or make discriminatory remarks/behaviour in front of children or young people.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise child abuse issues.
- Show favouritism to any individual.
- Rely on your good name or that of the organisation to protect you.
- Believe "it could never happen to me".
- Take a chance when common sense, policy or practice suggests another more prudent approach.

See Appendix 11 for a venue notice board friendly version

## **1.5 Project planning, supervision, risk assessment and risk management**

MÓTUS recognises that making arrangements for the proper supervision of children is one of the most effective ways of minimising opportunities for children to suffer harm whilst in our care. Supervision ratios are set according to the advice of the Local Authority the venue is situated in.

### **Planning**

- Project managers should plan and prepare a detailed programme of activities for the children involved in a project.
- Planning should ensure that all children should be adequately supervised and engaged in suitable activities at all times.
- Organisers should obtain, in writing, parental consent to children joining an organised project. The purchase of a ticket or place on a project shall be deemed to be such consent.
- Parents should be given full information about a project, including details of the programme of events, the activities, and the supervision ratios.
- Risk assessments will be undertaken as appropriate in respect of planned activities. See Risk Assessment section below.

## Supervision

- Project managers must be satisfied that those workers and adults who work on projects are fully competent to do so and that appropriate checks have been made.
- Children must be supervised at all times, preferably by two or more adults.
- Children must not be left unsupervised at any venue, indoors or out.
- Workers should know at all times where children are and what they are doing.
- Any activity using potential dangerous equipment should have constant adult supervision.
- Bullying and discriminatory behaviours will be challenged and reported as appropriate.
- Dangerous behaviour by children should not be allowed. Unacceptable behaviour should be addressed using MÓTUS policy, see Appendix 9.

## Risk assessment in relation to child protection

The principle of risk assessment is to consider:

- The practical details of a project
- Things that could go wrong in a project
- The likelihood of things going wrong
- Impact of these things going wrong

Once this is done:

- You can identify measures to reduce the risk
- You can decide what to do if things go wrong
- You can allocate roles to monitor and manage child protection

Risk assessment and risk management should be carried out for every project and should involve as wide a range of project stakeholders as possible.

**See Appendix 1 for a risk management template.**

## 1.6 Photographic procedures

- Avoid using children's names in photographic captions. If the child is named, avoid using his or her photograph. If the photograph is used, avoid naming the child.
- Always use a parental permission form to obtain consent for a child to be photographed/videoed (**see Appendix 2 for an example permission form**).
- Obtain the child's permission to use their image.
- Only use images of children in suitable dress to reduce the risk of inappropriate use. Some activities – including drama – present a greater risk of potential misuse.
- Address the use of images of children on the organisation's website. Avoid personal information about children which could be used by an individual to learn more about a child.
- Always issue written expectations of professional photographers or the press who are invited to an event, making clear the organisation's expectation of them in relation to child protection.
- Do not allow photographers unsupervised access to children.
- Do not approve photography sessions outside the event or at a child's home.

## 1.7 Recruitment procedures.

Recruiting employees who work with children.

## 1.8 Training

MÓTUS will provide suitable training to all staff and volunteers in the organisation that is relevant to their particular role. This will include:

- Induction Training which includes familiarisation with the organisation's Child Protection Policy.
- Particular skills training.
- Comprehensive Child Protection Training available on request to all staff.

## 1.9 Other MÓTUS policies

The Child Protection Policy must be read in conjunction with the MÓTUS's Equal Opportunities Policy & Health and Safety Policy.

Additional recommendations for Health and Safety in arts practice include:

- Groups should not have more than 26 participants.
- An appropriate number of legally responsible adults are present. [add in accepted ratio] [suggest for Primary 1 adult : 6 children and for secondary 1:10]
- There must be adequate space and facilities
- There must be access to a telephone in the building, or as an alternative, the practitioners must have a working mobile phone on their person. We advise against the use of personal mobiles.
- Equipment must meet safety standards.
- Risk assessments must be carried out.
- There must be a First Aid box which meets current Health and Safety [First Aid] regulations and a member of staff trained in First Aid.
- Regular and appropriate food and drinks are provided.
- Special needs are catered for.
- No child under 5 years of age should be left at events unless the parent, guardian or carer stays with the child.
- No school group, youth group or group from a care setting [i.e. a group which operates *in loco parentis*] should be left without a legally responsible staff member present e.g. a teacher for a school group.
- The artists/arts facilitators should know the evacuation procedures and should tell the group.
- Children and young people should have a 'named person' to whom they may report any worries or concerns.
- Contact names and telephone numbers for 'named people' should be visibly displayed.
- Staff and children should use separate toilets wherever possible, or if this is not possible, they should not use them at the same time as one another. [A chaperone is able to accompany children to the toilet]
- The group guidelines on the use of social media must be adhered to at all times.
- If a staff member has concerns regarding a visiting company in relation to working with children then they should contact their Local Authority to state their concern. **See also Appendix 8 for MÓTUS guidelines for social networking.**

## 10. Whistle-blowing and complaints procedures

MÓTUS wishes to promote a culture in which staff may express any concerns they may have about a colleague's behaviour in relation to child protection.

In order to achieve this, staff are encouraged to share any such concerns with a designated person without delay; concerns will be treated seriously and in the strictest confidence. Equally, MÓTUS recognises that a

culture in which people are made to feel anxious and vulnerable is undesirable and it will use the Child Protection training course to manage this area sensitively on behalf of all members of staff. If a staff member is unhappy with the actions or behaviour of the DP they should contact the Chair of Trustees.

## **2. Response Procedures**

MÓTUS recognises the importance of having clear procedures to enable staff to handle situations where an appropriate response is needed to child protection concern.

We do not expect you to be a child protection specialist but if you have concerns about a child or young person, it is your responsibility to report these concerns.

It is unlikely that you will come across cases of abuse but it is important to have an awareness of the issues and be prepared and know who your Designated Person is.

A useful tool is produced by the Government. It can be found here: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

**Please see Appendix 3 for definitions of abuse.**

### **2.1 Responding to a child disclosing abuse.**

**If you have an immediate concern about the safety of a child or an adult who might be at risk, contact the police.**

- Find an appropriately early opportunity to explain, in age appropriate terms that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Stay calm and listen carefully
- Attempt to get another person to also listen or ensure someone knows why you are with the child.
- If this is not possible, make sure that you can be observed. Leave a door open or talk in an open space but being mindful that you may be talking about sensitive issues
- Allow the child to continue at his/her own pace
- Whatever you are told, do so without displaying shock or disbelief
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Do not pass judgement.
- Reassure the child that they have done the right thing in telling you.
- 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 – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Contact your designated person.

**REMEMBER:** It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them of concern about a child. If something is divulged to you remember to seek support for yourself. Agencies such as NSPCC will be able to help you. However anything that has been divulged must be kept confidential.

You should not discuss anything that has been disclosed to you as it is confidential and may need to be used in formal proceedings. However, it is understood that you may need help with regards to what you may have heard and therefore speaking to someone who can support you is acceptable.

### **2.2 Responding to signs or suspicions of abuse**

**Please see Appendix 4 for a flow chart on what to do in this situation.**

## **2.3 Responding to allegations of abuse against staff, workers or volunteers**

**Please see Appendix 5 for a flow chart on what to do in this situation.**

## **2.4 Recording and sharing information**

In all situations, including those in which the cause of concern arises from a disclosure made in confidence, it is vitally important to record the details of an allegation or reported incident, regardless of whether or not the concerns are shared with a statutory child protection agency. All records should be kept securely and only accessible by personnel with Child Protection responsibilities.

An accurate note should be made of:

- Date and time of the incident or disclosure
- Parties who were involved
- What was said or done and by whom
- Any action taken by the organisation to investigate the matter
- Any further action e.g. suspension of a worker
- Where relevant, reasons why there is no referral to a statutory agency
- Names of persons reporting and to whom reported.
- Be careful not put in personal feelings.

The record should be clear and factual as it may be needed by child protection agencies investigating the incident and may, in the future, be used as evidence in court. Keeping such a record may also help protect MÓTUS.

**Please see Appendix 6 for an example checklist for reporting suspected abuse.**

## **2.5 Confidentiality policy, and retention and storage of documentation**

As a general rule, all personal information that is acquired or held in the course of working with children and young people should be treated as confidential. Particular care should be taken with sensitive information.

Consideration should also be given to the Data Protection Act 1998 which requires that information is obtained and processed fairly and lawfully; that it is accurate, relevant and not held for longer than is necessary; and kept securely.

## **2.6 Handling and Safekeeping of Disclosure Information**

As an organisation using the Disclosure and Barring Service to help assess the suitability of applicants for positions of trust, MÓTUS complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information.

- Disclosure information will never be kept in an applicant's personnel file and is only passed to those who are authorised to receive it.
- We recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.
- We do not keep disclosure information for any longer than is absolutely necessary. This is generally a period of up to six months to allow for consideration and resolution of any disputes.

**Appendix 1: Risk management template**

Project Name:

Project Leader:

Date Produced:

Participants:

List each risk and identify actions to reduce probability and/or impact

	Risks	Probability H/L	Impact M/S	Actions to reduce probability and/or impact	Due Date	Owner
1						
2						
3						
4						
5						
6						

**Appendix 2: Consent form for the use of photographs, images, all media, film and video in any format.**

MÓTUS recognises the need to ensure the welfare and safety of all children.

In accordance with our child protection policy, we will not permit photographs, video or other images of children and young people to be taken without the consent of the guardian /carers and children.

MÓTUS will take all steps to ensure these images are used solely for the purposes they are intended. If you become aware that these images are being used inappropriately, you should inform MÓTUS immediately.

I ..... [guardian/carer] consent to MÓTUS photographing or videoing

..... [name of child].

Signature: ..... Date: .....

I ..... [name of child] consent to the MÓTUS photographing or

videoing my involvement in ..... [event].

Signature: ..... Date: .....

### **Appendix 3: Definitions of abuse**

#### **What is abuse?**

Government guidelines in Working Together to Safeguard Children categorises abuse as:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

#### **What is physical abuse?**

Children get bumps and scrapes all the time but a pattern or frequency of injury and a change in a child's behaviour may be a cause for concern, for example, a child may show new reticence in getting changed in front of others

Formal definition - physical abuse includes hitting, shaking, throwing, poisoning or misuse of medications, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child whom they are looking after.

#### **What is emotional abuse?**

Emotional abuse is difficult to recognise and includes bullying. It is important to be vigilant when you are working in groups with children. Bullying is not acceptable from anyone.

Formal definition - emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on that person's emotional development. It may involve making the individual feel or believe that they are worthless, unloved or inadequate. It may also involve causing the person to feel often frightened or in danger. It may involve exploitation or corruption.

#### **What is sexual abuse?**

Sexual abuse may be same sex or opposite sex, may be by other children, young people or adults. People from all walks of life may be sexual abusers and in the majority of cases it is perpetrated by someone the child knows.

Online grooming can lead to children acting in sexual inappropriate ways

Formal definition - sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. Sexual abuse also includes non-contact activities such as involving children or young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

#### **What is neglect?**

Neglect is the most difficult type of abuse to recognise. However it is about building a picture and have an understanding social and cultural differences in the areas you might be working in.

Formal definition - neglect is the persistent failure to meet a child's or young person's basic physical and/or psychological needs, likely to result in the severe impairment of the person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

MÓTUS also recognises abuse and harm maybe caused by domestic and relationship abuse.

#### **Cultural and Racial considerations with regards to Child Protection concerns**

People are afraid of being labelled as racist and many groups are very protective of their cultural and religious beliefs. Most of us have a belief system, but where that's harmful or destructive to children we need to be aware of that. Even if cultural and/or religious beliefs seem to be mystifying.

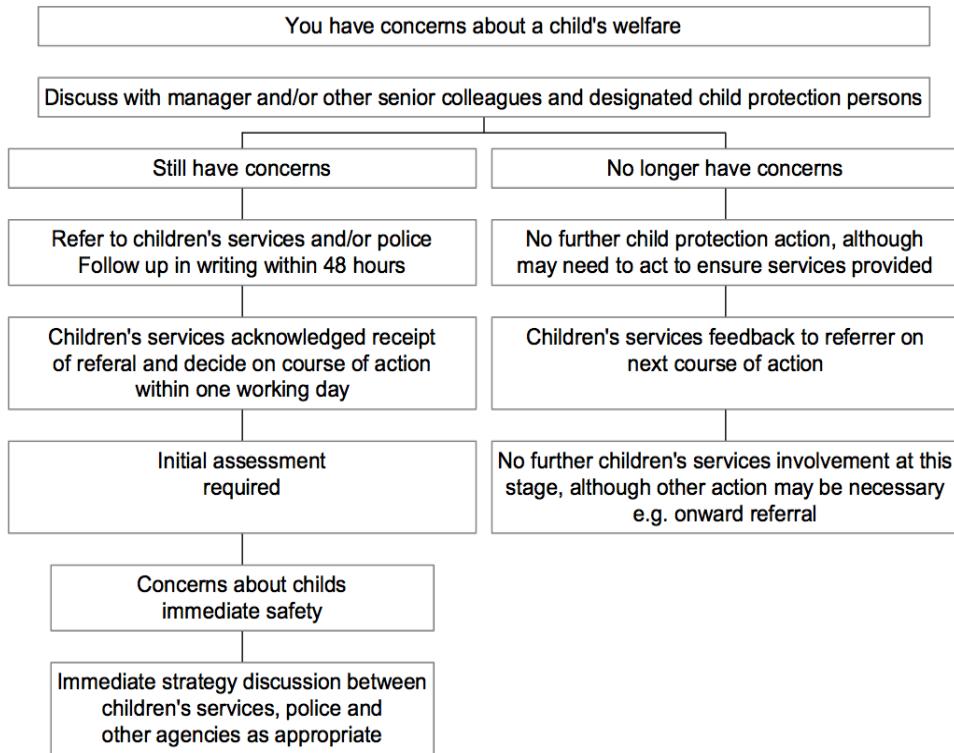
So long as you maintain a baseline of what is acceptable parenting and what is harmful to children, you will not be lost in the debate about culture or religion, nor allow these powerful subjects to supersede the safety of the children.

If a child discloses something that you don't understand but appears to be a part of their culture, ask simple questions such as 'What does that mean?', 'How do you feel about this?' 'Do you believe it is OK?'

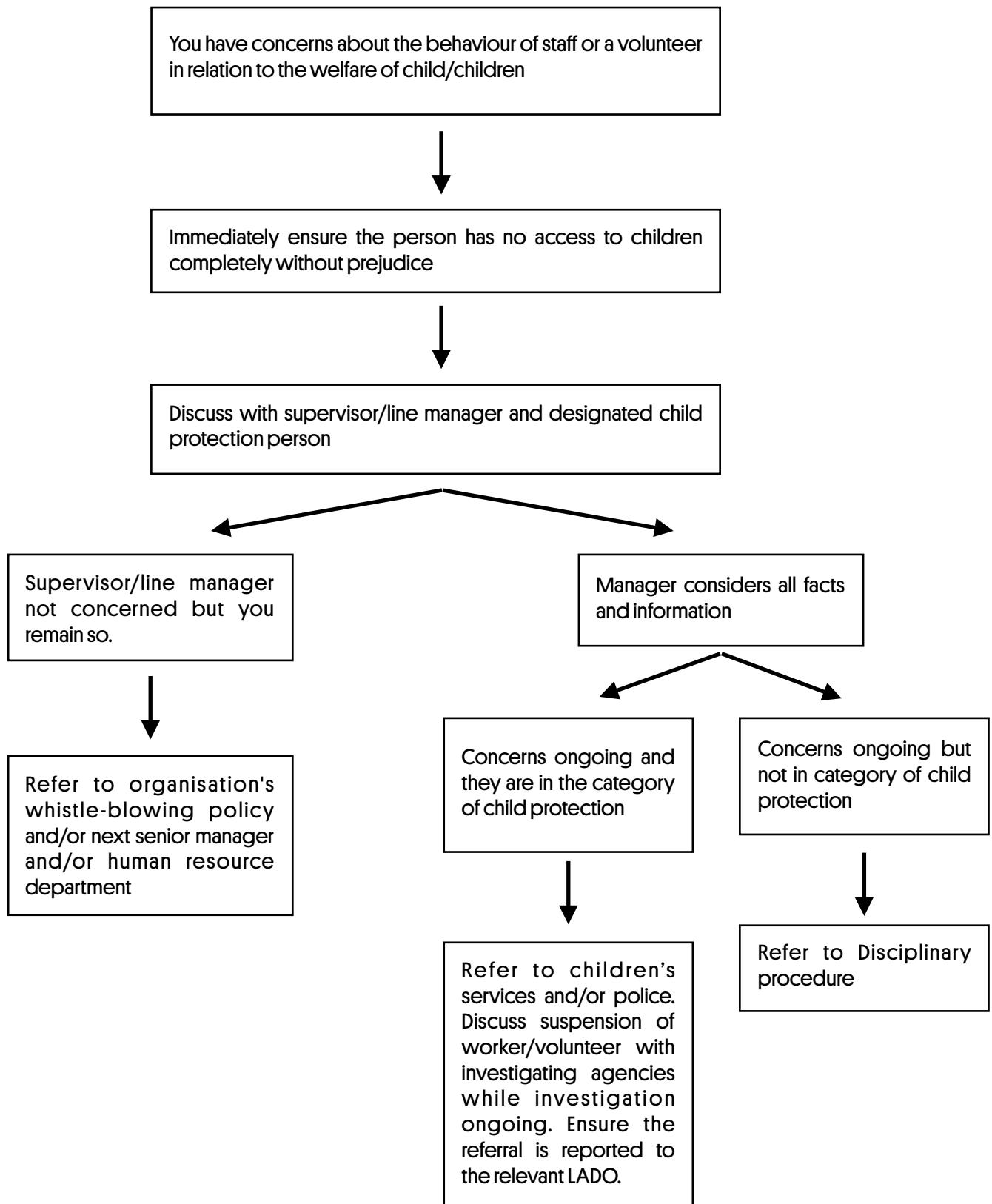
If you are working with cultural groups, try to at least have basic knowledge of the group and their beliefs.

There is only one standard of safety and safeguarding; irrespective of faith, belief, culture or heritage and these issues must never cause us to lose focus on the child or young person.

#### Appendix 4: What to do if you have concerns about a child's welfare



**Appendix 5: What to do if you have concerns about a member of staff or a volunteer in relation to child protection**



## **Appendix 6: Checklist for reporting suspected abuse**

Name of child:

Age and date of birth:

Location where abuse suspected:

Ethnicity:

First Language:

Disability or other issues:

Any special factors?:

Guardian/carers name(s):

Home address and phone number [if available]:

Are you reporting your own concerns or passing on those of somebody else?

Brief description of what has prompted the concerns: include dates, times etc of any specific incidents.

Any physical signs such as visible, unusual bruising or other injury? Indirect signs such as changes in behaviour?

Have you spoken to the child? If so, what was said? How did they explain the situation?

Were there any witnesses? If so, what did they say?

Have you spoken to the parent(s)? If so, what was said?

Has anybody been alleged to be the abuser? If so, give details.

Have you consulted anybody else? If so, give details.

Your name and position:

To whom reported and date of reporting:

Signature

Today's date

## Appendix 7: Protection of adults at risk.

### Definition of an adult at risk.

An adult at risk is someone who is aged 18 years or over who 'is or may be in need of community care services by reasons of mental health or other disability, age or illness' and 'is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'. It is a criminal offence to wilfully abuse or neglect an adult who lacks mental capacity.

An adult at risk may be a person who

- Is elderly or frail
- Has learning disabilities
- Suffers from mental illness
- Has a physical disability
- Is a substance mis-user
- Is homeless
- Is in an abusive relationship

*It should be noted that disability or age alone does not signify that an adult is at risk.*

### Abuse of adults

Abuse can consist of a single or repeated act of harm or exploitation. It may be perpetrated as a result of deliberate intent, negligence or ignorance. Abuse can be verbal, physical, emotional, psychological, or a result of neglect or an omission to act. Abuse can also occur when a vulnerable adult is persuaded to enter into a financial arrangement or sexual relationship to which they have not, or could not, consent to or understand e.g. as a result of physical or mental incapacity.

### What to do if abuse is suspected

If abuse is suspected or reported, employees should act in line with local policies and procedures to:

- Take reasonable steps to ensure the adult is in no immediate danger
- Contact the police if it is believed a crime may have been committed
- Obtain permission from the vulnerable adult before disclosing confidential information about them
- Where appropriate, discuss concerns with the relevant manager or person responsible for overseeing the care of the vulnerable adult.
- If, after discussion, abuse or neglect is still considered to be a possibility, an alert should be made to the Safeguarding Adults Manager in the relevant adult social care service.

## Appendix 8: MÓTUS guidelines for social networking

### Section one for employees of MÓTUS

#### Online Do's and Don'ts

- The same policies and procedures that govern the real world govern online spaces as well.
  - Do not friend or follow under 16s. Do not private message or direct message under 18s.
  - Social media sites are not intended for under 13s. Therefore you should not engage with contributors, cast or audience under the age of 13 on any social media site. This includes retweeting or replying to messages.
  - If you have a concern about a child or young person online [bullying, inappropriate contact or conduct for example], report your concerns to your Designated Person.
- > The MÓTUS team use social networking [such as Facebook and Twitter] to promote events, ticket offers, competitions, summer schools etc to their participants.
- > Social media is also useful to maintain connections between group participants and form a legacy network after an event or course.
- > MÓTUS's key objectives for social media use:
  - Legacy relationships with participants of projects or courses.
  - Maintaining awareness of our activities
  - Encouraging repeat engagement with individuals
  - Encouraging loyal advocates and ambassadors for MÓTUS
  - Communicating with young participants in the manner most familiar to them

#### Concerns to be aware of

- > Representing MÓTUS accurately and positively
- > Balancing the time spent to maintain social media presence and the success of its use
- > Child protection issues pertaining to internet safety
- > Photographs, tagging, permissions
  - Never post a photograph without signed photography permission forms from those included in it.
  - Make sure a sentence relating to social media is included in your photography permission forms.
  - Never tag individuals in photographs – but it is not possible to prevent others from tagging themselves or others.
- > Managing the way participants of all ages post comments, blogs, photos etc relating to MÓTUS.
- > Cyber bullying
  - If you are alerted to a serious case of cyber bullying, i.e. where bullies set up a hate site. It should be reported in the same way as a Child Protection issue and reported to the appropriate social media operator. Advice can be obtained from the Child Exploitation and Online Protection Centre.
- > Control
  - Remember, any content posted via social media can often be re-posted elsewhere on the internet.
- > Overuse of social media
  - Too much activity risks having multiple MÓTUS presences online and even conflicting messages and 'dead space' sites, which could be damaging rather than positive.
- > The Internet Watch Foundation operates a hotline reporting system for members of the public and IT professionals to report their exposure to potentially illegal content online.

## **Section two for freelance practitioners.**

Ground rules for Creative Learning freelance practitioners.

Always consult your contact at MÓTUS before embarking on any social media activity relating to MÓTUS activity.

### Never disclose via social media:

- Offensive or inappropriate pictures or comments about MÓTUS, its customers or staff, and project participants;
- Confidential information about MÓTUS, its customers or staff;
- Information that could embarrass you, your colleagues, your participants, students or MÓTUS;
- Comments or material which could damage MÓTUS's reputation;
- Company logos without written consent.

Refrain from using inappropriate language or refer to explicit content or behaviour on a site where you can be identified as an employee of MÓTUS. It is an act of gross misconduct to associate the Charities name with any explicit material.

Never post a photograph without signed photography permission forms from those included in it – always liaise with the Directorial Team about such permissions.

### Never tag individuals in photographs.

MÓTUS reserves the right to request that certain subjects are avoided. We may ask you to withdraw certain posts, and remove inappropriate comments.

- Any social media activity relating to MÓTUS projects, events or courses should be conducted through the official channels such as via the organisation's profile, or via a closed group.
- Always consult your contact at MÓTUS before embarking on any social media activity relating to MÓTUS activity.
- Never become friends with or connect personally with participants, particularly young people.
- Staff should not follow/friend under 18's because grooming offences include YP under the age of 18.
- All online communication should be through corporate not personal addresses.

## Appendix 9.

### Managing Unacceptable Behaviour

We want to encourage everyone to have a fun and enjoyable time when visiting our venues, but we also expect them to do so using acceptable language and behaviour. Most of the contact that our staff have with customers/participants is positive, but occasionally they can act in a way we consider unacceptable. And that includes children and young people

We understand that everyone can sometimes get frustrated. However, we will not tolerate unacceptable behaviour towards any staff. When children and young people become involved in a project, clear lines of behaviour should be set out and what consequences will be put into place if this is not adhered to. MÓTUS recognise that unacceptable behaviour can sometimes be indicative of a safeguarding issue.

#### Our Policy

- All contributors will be dealt with in a fair, honest and consistent way.
- Any behaviour will be dealt with quickly and efficiently and with the involvement of the child/young person's significant carer as necessary
- We will make sure that the physical and emotional safety of employees, customers and visitors is not at risk

#### Our Responsibilities

MÓTUS are responsible for:

- Delivering a high standard of customer service and taking all reasonable steps to avoid a potentially difficult situation from escalating.
- Considering their own behaviour when dealing with customers and making sure their skills for handling difficult situations are up to date.
- Being aware of and following our Health & Safety procedures.
- Reporting any incidents of unacceptable behaviour to Directorial team or project leader.
- Carrying out risk assessments and assessing the risk to staff of unacceptable behaviour by customers. Having the appropriate systems and procedures in place to protect staff.
- Maintaining accurate records of all incidents reported by staff and reassessing the risks and control measures after each incident.
- Identifying if any member of staff has training needs for dealing with unacceptable behaviour and monitoring the effectiveness of training. Staff welfare and well-being.

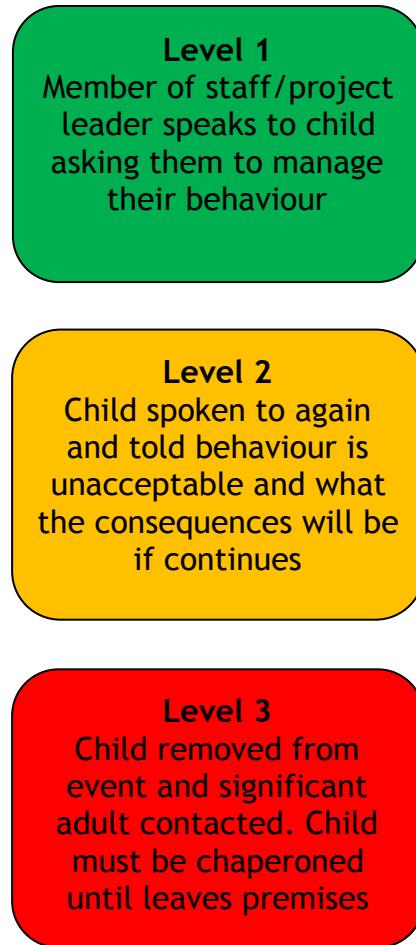
#### What is Unacceptable Behaviour?

- Excessive noise or disruption to performers or other customers.
- Failing to comply with house rules set out with agreement of significant carer : e.g. taking photographs when advised not to.
- Threatening behaviour: e.g. shaking fists, finger pointing or poking, destroying property or throwing objects.
- Verbal threats: including bullying
- Harassment: any behaviour that demeans, embarrasses, humiliates, annoys, alarms or verbally abuses a person. This includes words, gestures, intimidation, bullying or other inappropriate activities.
- Verbal abuse: swearing, insults or condescending language.
- Physical attacks: hitting, shoving, pushing or kicking.
- Any other behaviour that makes our staff or other participants feel uncomfortable, such as excessive swearing, over-familiarity and starting arguments

#### 3.2 The three strike rule

## What to do if we are Experiencing Unacceptable Behaviour

The procedure for managing unacceptable participant behaviour is made up of a three strike rule:



**If a child has to be removed from an event or production, the directorial team/project leader should be informed asap.**

### Level 1 – Staff Action

We will:

- Politely explain that MÓTUS expects its staff, venues, performers and customers to be treated with respect and ask the contributor to moderate his or her behaviour
- If the behaviour continues, warn them what will happen if they do not stop.
- Record the incident including the date and time of the incident.

### Level 2 – Secondary Action

- Speak to child again and remind them what the outcomes will be if they continue to behave in an unacceptable manner.

- Decide what further action is required. This could include monitoring their behaviour, initiating a 'time out' under supervision and alerting more senior staff

### **Level 3 – Tertiary Action**

- Where the child/young person still continues to behave in an unacceptable manner, a project manager may intervene.
- The manager may feel it necessary to contact the child's significant carer
- Continuing use of unacceptable behaviour could ultimately lead to the participant being asked to leave the venue. Tell the child/young person of your decision; explaining why you have made it and what action you are taking.

## Appendix 10

### Unaccompanied minors at MÓTUS events

MÓTUS welcomes children attending performances with their parents, guardians, carers or teachers. Children under 14 years of age must be accompanied by a responsible companion who is 17 years old or older.

When any young person under the age of 14 is to be left in the care of MÓTUS staff [including but not limited to employees and freelance facilitators/tutors], such as when participating in a workshop or performance event, explicit written permission must be given by a parent or guardian.

Where appropriate, age guidance will be given for particular productions.

*If you identify a young person who appears to be unaccompanied and under the age of 14 then refer to the MÓTUS Child Protection policy. In the case of First Aid needing to be administered to an unaccompanied minor, make sure another person is present and ask the child to contact a parent or guardian.*

## Appendix 11

### **Code Of Conduct : Children and young people in venues and audiences.**

**Follow these rules when you interact directly with children and young people in any capacity on behalf of MÓTUS and ensure that you have read the necessary documentation and are aware of your responsibilities**

- 1. Always prioritise the safety and wellbeing of the child at all times**
- 2. Never take sole responsibility for a child. They should always be accompanied by a significant adult such as parent, carer or teacher.**
- 3. Never give out your personal contact details, and do not 'friend' or 'follow' children you are working with on social networking sites**
- 4. Remember they are children first, and contributors, performers or participants second**
- 5. Never lose sight of the fact that you are with children and therefore behave appropriately and use appropriate language at all times**
- 6. Listen to and respect children at all times; do not patronise them**
- 7. Avoid favouritism, and treat children and young people fairly and without prejudice or discrimination**
- 8. Always act within professional boundaries; ensure that all contact with children is essential to the event / activity / show / project you are working on**
- 9. Ultimately, if you feel anyone is behaving inappropriately around children, or you have concerns around a child, you have a duty to report your concern to the designated person within MÓTUS. Ensure that you know who that is**