



Safeguarding Policy

17 December 2021
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1. Policy Statement

The International Teaching Artist Collaborative (ITAC) is the first worldwide network of artists who work in community and educational settings.

By its nature, ITAC regularly works with children and adults who are potentially at risk for a variety of reasons. ITAC is fully committed to safeguarding the wellbeing of children and vulnerable adults, regardless of their gender identity, ethnicity, disability, sexual orientation, age, language, economic status or religion. Our Safeguarding Policy applies to all staff and teaching artists who work for ITAC, whether on a permanent, temporary, contract, or voluntary basis. We also require that any partner organisations or artists working in association with ITAC be made aware of this policy and state their commitment to operate within it.

ITAC will, where reasonably practicable, follow relevant UK and International laws and standards.

ITAC will review this policy annually to reflect new legal and regulatory developments, to capture evolving understandings, and to ensure best practices.

2. Definitions

Child

In line with the United Nations Convention on the Rights of the Child (UNCRC), 1989, a child is defined as anyone who has not reached their 18th birthday.

Although the national laws in countries that we work in may have different ages at which a child is considered an adult, or at which a child can give consent or is responsible, we use the definition of a child according to international law as set out in the UNCRC.¹

Adult at risk

As defined in Section 42 of the Care Act 2014² (UK), an 'adult at risk' is a person over the age of 18 who:

- (a) has needs for care and support
- (b) is experiencing, or is at risk of, abuse or neglect, and

¹ [UNCRC summary-1.pdf \(unicef.org.uk\)](#)

² [Care Act 2014 \(legislation.gov.uk\)](#)

(c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

3. Introduction

It is challenging for ITAC to develop and implement a global Safeguarding Policy for two main reasons:

- 1) ITAC undertakes work in a variety of countries and cultural contexts.
- 2) Teaching artists are rarely contracted directly by ITAC to provide services; rather they work in association, or partnership, with ITAC.

Regardless of the context, however, ITAC believes that no one should be subject to any form of unsafe practice or abuse. We have a responsibility to promote and safeguard the welfare of children and vulnerable adults, and we are committed to practicing in a way that protects them from harm, and to advancing rigorous safeguarding practices with all organizations we work with.

We require that all ITAC staff, and any teaching artist undertaking work in association with ITAC, state their commitment to this policy and integrate it into their work.

4. Legislation and guidance

ITAC is a UK-based charity. This policy is therefore informed by the following legislation and guidance:

- United Nations Convention on the Rights of the Child (UNCRC)
- Equality Act (2010)
- The Care Act (2014)
- General Data Protection Regulation (GDPR) (2018)
- Data Protection Act (2018)
- Keeping Children Safe in Education (2021)
- Creating Safety: Child Protection Guidelines for Scotland's Art, Screen and Creative Industries (2019)
- National Guidance for Child Protection Safety in Scotland (2021)

5. Principles

ITAC's approach to safeguarding is underpinned by the following principles:

Children

- The best interests of the child must always be the primary consideration.
- All children and young people should be treated fairly and with dignity and respect.
- All children and young people have the right to protection from all forms of harm, abuse, neglect and exploitation.
- All children and young people have the right to express their views on matters that affect them.
- Local context and cultural sensitivity must be considered when making decisions.

Adults

- People should be empowered to make informed decisions.
- Staff are sufficiently informed to recognise risk, and to prevent any harm occurring.
- Local context and cultural sensitivity must be considered when making decisions, and the least intrusive response is given appropriate to the risk presented.
- Those in greatest need are supported, represented, and protected.
- Local partnerships should be used to identify effective solutions.
- Safeguarding is everyone's business. We are all accountable as individuals, and as an organisation. Safeguarding practices should be transparent.

6. Procedures

ITAC will ensure the safety of children and adults at risk of harm by:

6.1 Preventing abuse

ITAC recognises that abuse prevention is the key to safeguarding. ITAC will support teaching artists involved in ITAC's projects and initiatives to identify potential risks (see Risk Assessment Template, Appendix One). ITAC will also engage with partner organisations to ensure that safeguarding is central to the design and delivery of a project, and that local context and cultural sensitivity are considered.

6.2 Dealing with a disclosure of abuse

Arts programmes, by their nature, encourage participants to express thoughts, feelings, and emotions. In many cases, this context will provoke positive responses; in some cases, participants may express fears or concerns, which could include disclosures of abuse (please see Categories of Abuse for Children and Adults at Risk of Harm, Appendix Two). In the case that someone discloses abuse – either in relation to themselves or someone

else – to an ITAC staff member or associated Teaching Artist, the following steps should be taken:

- React calmly, as overreacting may alarm the child or adult at risk of harm and compound feelings of anxiety and guilt.
- Listen carefully and attentively; take the person seriously.
- Reassure the person that they have taken the right action in telling you about the abuse.
- Do not make false promises, particularly regarding secrecy.
- Do not ask the person to repeat the story unnecessarily.
- Ask questions only for the purpose of clarification. Be supportive, but do not ask leading questions or seek intimate details beyond those volunteered by the person.
- Check with the person to ensure that what has been heard and understood by you is accurate.
- Do not express any opinions about the alleged abuser.
- Record the conversation as soon as possible and in as much detail as possible. (See Incident Report Form, Appendix Three).
- Explain and ensure that the person understands the procedures which will follow.
- Pass the information to the designated staff member, who will in turn report it as required.
- Treat the information confidentially, sharing it only with persons who have a right to hear it.

6.3 Roles and Responsibilities

ITAC has a designated staff member and leadership committee member for dealing with disclosures of abuse or suspected abuse. The designated staff member is ITAC Managing Director, Madeleine McGirk
T. +447739 411641 | E. madeleine@itac-collaborative.com

The designated Leadership Committee Member is Simon Sharkey
T. +447889 625155 | E. simon@thenecessaryspace.com

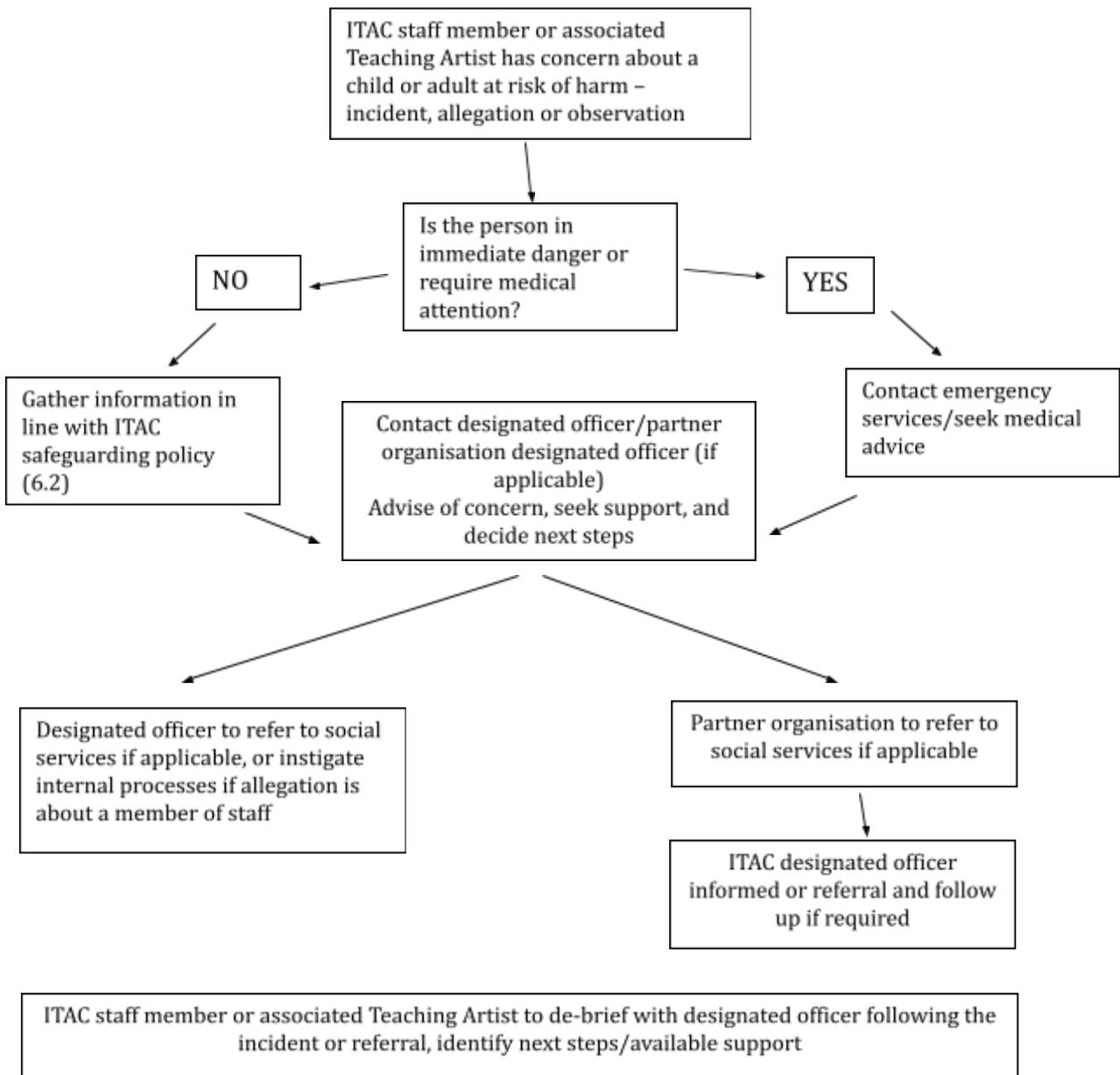
The role of the designated staff member is to:

- Report, as appropriate, suspicions and allegations of abuse to the statutory authorities.
- Liaise between the Leadership Committee, staff, and the statutory authorities, where necessary.
- Ensure the maintenance of individual case records which will include information on what action is taken and the other agencies that were informed.
- Ensure confidentiality is maintained.

- Keep only relevant people within ITAC or a partner organisation informed about any action taken and any further action required.

The role of the designated Leadership Committee Member is to support the designated officer as required.

6.4 Reporting structure



7. Code of Behaviour

This code outlines what is expected of all staff and volunteers working for ITAC, as well as anyone working in partnership with us or on our behalf.

The purpose of this code is:

- To protect children and adults at risk of harm
- To help staff and associated Teaching Artists maintain the standard of behaviour we expect
- To advance safeguarding practices in all arts learning programs we have contact with

The role of staff and associated Teaching Artists (TAs):

- All staff and TAs working for ITAC are acting in a position of trust and are expected to behave in an appropriate manner at all times.

*Staff and associated TAs **should**:*

- Operate within ITAC's safeguarding policies and procedures
- Treat everyone fairly, with respect, dignity and as an individual
- Engage with children and adults at risk of harm in a meaningful way, valuing their contribution
- Ensure that contact with children and adults at risk of harm is appropriate and relevant to ITAC's work, and that local context and cultural sensitivity is considered
- Ensure that language used is appropriate and not offensive or discriminatory
- Be aware of any additional vulnerabilities that some children, adults at risk of harm, or communities may face
- Respect people's right to privacy
- Ensure that activities are run as safely as possible with risks minimised
- Where possible, try to ensure there is more than one adult (male and female) present during activities
- Understand when physical contact is appropriate and be aware that physical contact can be misinterpreted
- Challenge unacceptable behaviour and report any concerns or allegations
- If concerns have been raised, record these as soon as possible.

*Staff and associated TAs **should not**:*

- Ignore or trivialise any concerns
- Promise confidentiality to a child or adult at risk of harm
- Develop inappropriate relationships with children, young people, or their families, such as contact outside of work (without approval of program leaders)
- Provide personal contact details or engage in online activity outside of ITAC's approved activities

- Make sarcastic, offensive, or sexually suggestive remarks or gestures directly to, or in front of, children and adults at risk of harm
- Conduct a sexual relationship with a young person or adult at risk of harm
- Act in a way that could be perceived as threatening or intrusive
- Allow bullying to take place without challenge
- Take unnecessary risks when assessment or policy suggest a different approach

8. Recruitment of Staff/Commissioning ITAC Artists

ITAC endeavours to provide children and adults at risk of harm with the highest possible standard of care to promote their well-being and safeguard them from harm.

In recruiting staff or commissioning the services of Teaching Artists, ITAC will:

1) Issue a Contract or Artist Agreement

A commitment to adhere to ITAC's Safeguarding Policy must be included in all staff contracts and/or artist agreements.

2) Declaration

Staff or associated Teaching Artists are obliged to sign a declaration indicating that there is no reason why they would be deemed unsuitable for working with children or adults at risk of harm. (See Appendix Four – ITAC Safeguarding Declaration).

9. Partnerships with other organisations

ITAC regularly partners with other organisations around the world to deliver projects and events. In the planning of such projects, ITAC will:

- 1) Make safeguarding an important consideration for all parties involved.
- 2) Require host organisations to provide a robust Safeguarding Policy. In the event that such a document does not exist, ITAC will share our Safeguarding Policy as a guiding document for the parties and urge their consideration of the issues and our policy recommendations.
- 3) Identify any cultural sensitivities or local contexts that may affect actions taken to safeguard children and adults at risk from harm.

- 4) Identify a designated contact person at each partner organisation for dealing with any safeguarding concerns (as outlined in 6.4).

Appendix One – Risk Assessment Template

ITAC has provided this template for staff and Teaching Artists to complete and return in advance of leading activities and events with children and/or adults at risk of harm. However, it is important that the assessment is tailored to the local context and considers cultural sensitivities as required.

Staff/Teaching Artist Name:	
Project Name:	
Location:	
Project Date/s:	
Date of Risk Assessment:	
Project description:	
Health & Safety considerations:	<p>Questions to consider: <i>Are there any objects that could fall over and hit somebody or create a trip hazard?</i> <i>Is all electrical equipment I am using safe to use?</i> <i>Have I asked people to participate in activities that have potential dangers?</i> <i>Am I intending to use any hazardous materials or liquids?</i> <i>Do I have access to first aid facilities and is there a trained first-aider present or available?</i> <i>What is the lighting and accessibility like coming to or from the venue?</i></p>
Appropriateness of material:	<p>Questions to consider: <i>Are there local and cultural nuances that may affect the way material/content is interpreted?</i> <i>Is material/content age appropriate?</i> <i>Do participants' have special educational needs?</i></p>
Consent/data compliance	<p>Questions to consider: Do you require a special licence from a local authority to undertake this work? Do you intend to use images of participants in anyway? How will you obtain consent? Do you require parental consent for children participants? How will you store participants' information? (NB see ITAC's Privacy Policy for guidance)</p>
Online Safety	<p>Question to consider: <i>Do any activities take place online? What measures have you taken to ensure you are compliant with data protection measures in the country you are working? For guidance, see DLA Piper Global Data Protection Laws of the World - World Map (dlapiperdataprotection.com)</i> <i>Is there a minimum age required for the online platform you are using?</i> <i>Do you have specific guidelines relating to online usage?</i></p>
Decision making/planning	<p>Question to consider: <i>Have you involved project participants directly in the planning and delivery of activities? Are they aware of safeguarding protocols? Can they help you to create a Code of Behaviour specific to the project? How will you mitigate any risks identified above?</i></p>
Any further details:	
Signed:	

Appendix Two – *Categories of abuse for children and adults at risk of harm*

Children

As outlined in National Guidance for Child Protection Safety in Scotland (2021)³, child abuse and neglect is identified in the following ways:

Physical abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk.

Emotional abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
- repeated silencing, ridiculing or intimidation
- demands that so exceed a child's capability that they may be harmful
- extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
- seeing or hearing the abuse of another

Sexual abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age⁴ in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

³ [National guidance for child protection in Scotland 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-guidance-for-child-protection-in-scotland-2021/pages/1-1-introduction-to-child-protection-in-scotland-2021.aspx)

⁴ The age of consent in Scotland is 16. However, ITAC maintains the UNCRC's definition that a child is anyone who has not yet reached their 18th birthday.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Criminal exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Neglect

Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty, and is an indicator of both support and protection needs.

'Persistent' means there is a pattern which may be continuous or intermittent which has caused, or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

Adults at risk of harm

The Care Act (2014)⁵ outlines ten types of abuse and neglect that can occur in adults at risk of harm:

Physical Abuse

- Assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing
- Rough handling
- Scalding and burning
- Physical punishments
- Inappropriate or unlawful use of restraint
- Making someone purposefully uncomfortable (e.g. opening a window and removing blankets)
- Involuntary isolation or confinement
- Misuse of medication (e.g. over-sedation)
- Forcible feeding or withholding food
- Unauthorised restraint, restricting movement (e.g. tying someone to a chair)

Domestic Violence and Abuse

Domestic violence or abuse can be characterised by any of the indicators of abuse outlined in this briefing relating to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Sexual Abuse

- Rape, attempted rape or sexual assault
- Inappropriate touch anywhere
- Non-consensual masturbation of either or both persons
- Non-consensual sexual penetration or attempted penetration of the vagina, anus or mouth
- Any sexual activity that the person lacks the capacity to consent to
- Inappropriate looking, sexual teasing or innuendo or sexual harassment
- Sexual photography or forced use of pornography or witnessing of sexual acts
- Indecent exposure

Psychological or Emotional Abuse

- Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends
- Removing mobility or communication aids or intentionally leaving someone unattended when they need assistance
- Preventing someone from meeting their religious and cultural needs
- Preventing the expression of choice and opinion
- Failure to respect privacy

⁵ [Care Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

- Preventing stimulation, meaningful occupation or activities
- Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse
- Addressing a person in a patronising or infantilising way
- Threats of harm or abandonment
- Cyber bullying

Financial or Material Abuse

- Theft of money or possessions
- Fraud, scamming
- Preventing a person from accessing their own money, benefits or assets
- Employees taking a loan from a person using the service
- Undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions
- Arranging less care than is needed to save money to maximise inheritance
- Denying assistance to manage/monitor financial affairs
- Denying assistance to access benefits
- Misuse of personal allowance in a care home
- Misuse of benefits or direct payments in a family home
- Someone moving into a person's home and living rent free without agreement or under duress
- False representation, using another person's bank account, cards or documents
- Exploitation of a person's money or assets, e.g. unauthorised use of a car
- Misuse of a power of attorney, deputy, appointeeship or other legal authority
- Rogue trading – e.g. unnecessary or overpriced property repairs and failure to carry out agreed repairs or poor workmanship

Modern Slavery

- Human trafficking
- Forced labour
- Domestic servitude
- Sexual exploitation, such as escort work, prostitution and pornography
- Debt bondage – being forced to work to pay off debts that realistically they never will be able to

Discriminatory Abuse

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as '**protected characteristics' under the Equality Act 2010**)
- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic
- Denying access to communication aids, not allowing access to an interpreter, signer or lip-reader
- Harassment or deliberate exclusion on the grounds of a protected characteristic
- Denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic
- Substandard service provision relating to a protected characteristic

Organisational Abuse

- Discouraging visits or the involvement of relatives or friends
- Run-down or overcrowded establishment
- Authoritarian management or rigid regimes
- Lack of leadership and supervision
- Insufficient staff or high turnover resulting in poor quality care
- Abusive and disrespectful attitudes towards people using the service
- Inappropriate use of restraints
- Lack of respect for dignity and privacy
- Failure to manage residents with abusive behaviour
- Not providing adequate food and drink, or assistance with eating
- Not offering choice or promoting independence
- Misuse of medication
- Failure to provide care with dentures, spectacles or hearing aids
- Not taking account of individuals' cultural, religious or ethnic needs
- Failure to respond to abuse appropriately
- Interference with personal correspondence or communication
- Failure to respond to complaints

Neglect and Acts of Omission

- Failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care
- Providing care in a way that the person dislikes
- Failure to administer medication as prescribed
- Refusal of access to visitors
- Not taking account of individuals' cultural, religious or ethnic needs
- Not taking account of educational, social and recreational needs
- Ignoring or isolating the person
- Preventing the person from making their own decisions
- Preventing access to glasses, hearing aids, dentures, etc.
- Failure to ensure privacy and dignity

Self-neglect

- Lack of self-care to an extent that it threatens personal health and safety
- Neglecting to care for one's personal hygiene, health or surroundings
- Inability to avoid self-harm
- Failure to seek help or access services to meet health and social care needs
- Inability or unwillingness to manage one's personal affairs

Appendix Three – Incident Report Form

This form should be completed by a staff member in the event of an incident occurring in the work area.

The form should then be passed to ITAC's' Designated Officer. If the incident is deemed to be serious enough it should then be reported to the Leadership Committee and/or appropriate authorities.

Date of Incident:	Time of Incident:
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Location of incident:

Name of child/children/adults involved:

Details of Incident: *

Witnessed by/ Reported to:

Staff Signature:
Date:

Appendix Four – ITAC Safeguarding Declaration



Name:
Address:
Email:
Mobile Number:

I, (Teaching Artist/staff member), confirm that I have read and understand ITAC's Safeguarding Policy. I confirm that there is no reason that I would be deemed unsuitable for working with children or adults at risk of harm.

Signed

Date