

## Annual Report July 2023- July 2024

Charity Name	Cut Moose
Charity's Number	1176376
Charity's Address	Hilldrop Commuinty Centre, Community Ln, Hilldrop Rd, London N7 0JE
Charity's Website	www.cutmoose.com
Charity's Trustees	Helen Ainsworth Steve Franck Damsyn Ray-Jones Mohsen Ghaffari Dr Irene Ros
Achievements and performance, including the public benefit between 01/08/2023 - 31/07/2024	<p>Cut Moose has received funding to re start the Creative Dinners workshops, providing home cooked meals made together with vulnerable families for 1 term, starting 2025.</p> <p>Cut Moose has run weekly walking art workshops for 3 terms reaching 6 vulnerable elderly people at Hilldrop Community Centre, encouraging better mental health, exercise and artistic skills. These workshops have been replicated 9 times across the borough in international cohesion groups, community centres, a mental health charity and a church, engaging over 55 people.</p> <p>Cut Moose voluntarily engaged with the public, sharing films made by young people and the local history society at Camden New Town Community Festival, drawing communities together and helping community cohesion. They have hosted podcast workshops by the Roundhouse and coordinated film showings and presentation of historical documents. At this event they engaged with over 50 members of the public.</p> <p>The charity received funding for and ran puppet workshops encouraging understanding of emotions at the inner city school of Robert Blair Primary. The workshops engaged 15 pupils in two groups over 10 weeks. In hour long sessions the groups learned puppetry techniques and were helped to understand their emotions. The group were also taken to the Little Angel Puppet Theatre; for some of the young people experiencing live theatre for the first time. This follows a similar voluntary pilot 10 week project with 10 children ran in 2023.</p>
<b>Projects delivered between 01/08/2023 - 31/07/2024</b>	Cripplegate grant for Creative Dinners and support from Islington Family Dinners scheme and Marjon Willers from Islington Council. This funding allowed weekly workshops to run over 1 term at Hilldrop Community Centre.

	<p>Walking Art workshops were also funded by Islington Council, run from Hilldrop Community Centre. Walking Art Workshops continued over 3 terms at Hilldrop Community Centre. Funding has now been received to continue the project over 3 years and expand its reach. The workshops run all over Islington in community centres.</p> <p>Walking Art is a workshop which encourages people to exercise and to participate in art. The focus is on awareness of surroundings thus a more mindful approach with leads to a sense of calm and increased wellbeing.</p> <p>The charity has run puppet workshops encouraging understanding of emotions at the inner city school of Robert Blair Primary. The workshops engaged 15 pupils in two groups over 10 weeks. In hour long sessions the groups learned puppetry techniques and were helped to understand their emotions. The group were also taken to the Little Angel Puppet Theatre for the first time.</p> <p>Cut Moose also voluntarily managed the production for the film tent at Camden New Town Community Festival for the local community. This included organisation of volunteers, provision of refreshments, curation of locally produced films, the organisation of equipment including a projector and decoration for the space. The film tent was also shared with the local Camden History society. The project included coordination with Camden Roundhouse and the hosting of their provision of a podcast workshop.</p>
Sources of funding between 01/08/2023 - 31/07/2024	Cripplegate Foundation Islington Council Hendley Foundation

There are no debts.

No funds are held as a custodian trustee. All funds are and will be kept in the bank account.

**Financial in-goings and out-goings between 01/08/2023 - 31/07/2024**

**(ingoing = £8255)**

**(outgoing = £7996)**

Number of participants: 128

Number engaged: 50

Number of volunteers: 12

Area to improve; recruitment of trustees and participants. Application to grants

# Accounts for Cut Moose July 2023- July 2024



CHARITY COMMISSION  
FOR ENGLAND AND WALES

Charity Name Cut Moose Charity Number 1176376	No (if any) 1176376
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## Receipts and payments accounts

CC16a

For the period from	Period start date 31/07/2023	To	Period end date 31/07/2024
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### Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
<b>A1 Receipts</b>					
21/9/2023 ISLINGTON GRANTS	1,000	-	-	1,000	-
17/01 - 31/5 CAMDEN GIVING	30	-	-	30	-
28 FEB 23 CRIPPLEGATE FOUNDATION WALKING ART	6,225	-	-	6,225	-
HENDLEY FOUNDATION FOR CREATIVE DINNERS 19/7/2024	1,000	-	-	1,000	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
<b>Sub total</b> (Gross income for AR)	8,255	-	-	8,255	-
<b>A2 Asset and investment sales, (see table).</b>					
	-	-	-	-	

	-	-	-	-	-
<b>Sub total</b>	-	-	-	-	-
<b>Total receipts</b>	8,255	-	-	8,255	-

### A3 Payments

7/11/23- 10/5/23 HILLDROP ROOM HIRE	1,890	-	-	1,890	-
2/3/23 - 25/5/23 CREATIVE DINNER EXPENSES FOOD	113	-	-	113	-
WALKING ART EQUIPMENT AND PRINTING	343	-	-	343	-
ROBERT BLAIR EXPENSES	105	-	-	105	-
CREATIVE DINNERS PAYMENT HELEN	350	-	-	350	-
WALKING ART PAYMENT HELEN	4,025	-	-	4,025	-
ROBERT BLAIR PUPPET PROJECT PAYMENT HELEN	900	-	-	900	-
ROOM HIRE HILLDROP SUMMER TERM	270	-	-	270	-
				-	
<b>Sub total</b>	7,996	-	-	7,996	-

### A4 Asset and investment purchases, (see table)

	-	-	-	-	
	-	-	-	-	
<b>Sub total</b>	-	-	-	-	-
<b>Total payments</b>	7,996	-	-	7,996	-

<i>Net of receipts/(payments)</i>	259	-	-	259	-
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	1,340	-	-	1,340	-
<i>Cash funds this year end</i>	1,599	-	-	1,599	-

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Amount in Cut Moose Bank Account at end of Financial Year	1,309	-	-
		-	-	-
		-	-	-
	<i>Total cash funds</i>	1,309	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK
	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	none	-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)

**B3 Investment assets**

none		-	-
		-	-
		-	-
		-	-
		-	-

**B4 Assets retained for the charity’s own use**

Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
none		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

**B5 Liabilities**

Details	Fund to which liability relates	Amount due (optional)	When due (optional)
none		-	
		-	
		-	
		-	
		-	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval
Helen Ainsworth	Helen Ainsworth	25/08/2024
Dr Irene Ros	Dr Irene Ros	

#### 4. **Our safeguarding document and policy**

The safeguarding policy is in annex 1, it was reviewed in August 2024. We continue to review this and work on it.

#### 5. **What is a Cut Moose trustee**

We are still looking for new trustees. No change.

#### 6. **Our achievements, vision and plans for the future**

##### Achievements

- We have continued our provision into working with older adults through the Walking Art Initiative and with vulnerable families with the Creative Dinners Sessions. These have both been successfully funded and the Creative Dinners was well attended with 20 adult and young person participants. The Walking Art Initiative has been funded for 3 years.
- We continue to be embedded in the life of Hilldrop Community Centre – contributing to the centre through room hire and shared knowledge. The team in the office are incredibly supportive of all activities. The community centre sites our charity as one of their success stories – from two local mums running a youth art activity to a charity delivering workshops across the borough.
- We have established strong links with Elizabeth House, St Mungo’s Charity, Cutbush House, Hillside Clubhouse, Goodinge Community Centre, Finsbury Park Trust, and Islington Chinese Association.
- Irene has the arts award training since August 2022 but we have yet to initiate any art clubs to award this.
- Our voluntary organisation and running of the Film Tent at Camden New Town Community Festival was very successful and although we have not been successful in finding any funding, we hope to expand our provision on the day through better advertising of films and continue our connection with the Roundhouse, who provided well attended podcast workshops in the tent. We hope to look for funding in the months of September and to November 2024.
- Our relations with TAP, a family and elderly charity in Euston have been rekindled with email contact and the sharing of knowledge.
- The Creative Dinners program has been funded again but not yet started up, this will happen in the Winter term/ New Year. Further funding will be sought via the National Lottery.
- The Walking Art workshops are now taking place across the borough in many different community centres – they are well received and well attended. There is a lack of take up in the Walking Art Group on a weekly basis at Hilldrop - we need to work on recruitment.

- Outreach Walking Art Workshops has increased our relations across the borough into community centres, the Chinese welfare society, Finsbury Park Trust and Hillside Clubhouse Mental Health Charity.
- We are now developing our links with the Roundhouse through contacts we made for Camden New Town Community Festival. We have not engaged or built on links with the new Gate theatre.
- Ainsworth successfully delivered a series of 10 workshops at Robert Blair school on the theme of expressing and exploring emotions with two groups of vulnerable young people. The group was taken to a puppet show for the first time and learnt puppetry techniques. The workshops were a success, engaging young people in understanding their emotions. The work is a new initiative for Cut Moose and will hopefully be built upon in the future. The 10 sessions over a term for two groups followed a similar 10 week voluntary project initiated by Ainsworth at the school.
- We have continued to support the new support group for Eritrean Women with children with SEN set up by a member of Creative Dinners. We have met with them several times to encourage them and help them on their journey to becoming a charity.

#### Visions

- We will work on running providing puppet workshops for young people in Caledonian Park, with whom we are slowly developing relations, perhaps offering the Arts Mark as an incentive to participants.
- We intend to create a new format for the film competition culminating at Camden New Town Community Festival and expanding it into a longer series of workshops and we hope to work on finding funding for this.
- We aim to continue contributing more to Hilldrop Community Centre with funds and via wider activities – we have initiated a joint exhibition of the art work created during the walking art groups and through other art workshops at the centre.
- We hope to further increase our links by liaising and connecting with other groups at Hilldrop Community Centre – the ukelele group; the Bengali Women's Group.

#### **7. Standard Question from the charity commission:**

##### **Does your charity raise funds from the public?**

Cut Moose has not raised public funds this year via contributions from Amazon.

##### **Does your charity work with a commercial participator?**

Cut Moose does not work with commercial participators.

##### **Is grant making the main way your charity carries out its purposes?**

Cut Moose does not carry out its purposes through grant making.

**During the financial period for this return, did your charity receive income from contracts (other than grant agreements) from central government or a local authority?**



During the financial period for this return, Cut Moose did not receive income from contracts (other than grant agreements) from central government or a local authority.

**During the financial period for this return, did your charity receive any grant funding from central government or a local authority?**

Cut Moose received funds from Cripplegate's Islington Giving and Islington Council.

**How many grants did your charity receive from central government or a local authority?**

two

**What was the total value of the grants held from central government or a local authority?**

£7225

**During the financial period for this annual return, did the charity receive income from outside of the UK?**

No

**During the financial period for this annual return, did your charity operate outside England and Wales?**

No.

**When spending money outside England and Wales, did your charity transfer money other than using the regulated banking system?**

Cut Moose did not spend money outside England and Wales.

**Does the charity have any trading subsidiaries?**

No.

**During the financial period for this annual return, did any of the trustees receive remuneration or benefits other than expenses incurred?**

Ainsworth was paid for the workshops they carried out for workshops in Islington. They were also paid for administration tasks.

**For what services were any of the trustees paid?**

**b) paid for providing professional advice or services to the charity**

Ainsworth planned and delivered workshops for Creative Dinners and Walking Art and puppet emotional awareness workshops at Robert Blair. They were also paid for administration tasks.

**During the period covered by this annual return, did any of the trustees resign and take up employment with the charity?**

No.

**Did any of your charity's staff receive total employee benefits of £60,000 or more?**

No.

**For your highest paid member of staff only, what was the total value of their employee benefits?**

The charity has no paid members of staff. All people employed by the charity are on a self-employed basis.

**How many UK volunteers, excluding trustees, did your charity have during the financial period?**

The charity asked for help from Helen and Irene, who volunteered their time, working on various projects for Cut Moose. We have had the volunteer support from Elaine Maftrett and Natasha Harper and now Michael the new administrator at Hilldrop Community Centre and John Cowley and Dave Walters and Sarah Hoyle from Kentish Town Community Centre helped us with the presentation of films at the Camden New Town Community Festival. We have had the help of the staff of Robert Blair school during the puppet project. In addition to all our amazing trustees!

Total: 12

**During the financial period for this annual return, did your charity review its financial controls?**

Cut Moose has not yet had the need to appoint an outside financial controller.

**Has the charity obtained a standard, enhanced or enhanced with barred lists DBS check on all trustees, employees and volunteers who are in roles that are eligible for these checks?**

The employees who were in roles that are eligible for these checks were in possession of a standard DBS check, we are in the process of arranging DBS checks for our trustees.

**What is the charity Cut Moose's structure and how is it managed? How does it recruit trustees?**

Cut Moose has an informal structure, with Dr Ros and Ainsworth contributing to managing the running of the administrative side of the work. The projects are conceived by Dr Ros and Ainsworth in response to their conversations and interaction with communities in their locality of Islington and Camden. The two apply for funding and if successful initiate and administer the projects. Trustees have been recruited from the local community via contacts at local schools and professional networks.

## **ANNEX 1**

**Cut Moose**

**Safeguarding Children and Young People Policy**

**Updated in August 2024**

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## **Introduction**

### **All children, young people and adults have the right to be safe from harm and abuse**

It is the safeguarding policy of Cut Moose to protect the physical, sexual and emotional welfare of all its participants, volunteers and employees.

We are committed to ensuring that all staff and volunteers are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

All staff and volunteers have a statutory responsibility to safeguard and promote the welfare of children, young people and adults and must be aware of and fully conversant with this policy.

Safeguarding is defined as:

- Respecting the rights, wishes and feelings of the children, young people and adults.
- Taking all reasonable practicable steps to protect children, young people and adults at risk from harm or abuse.
- Helping children, young people and adults at risk to understand their right to protection from harm through building relationships of trust with them.
- Taking account of the interests, wishes and well being of children, young people and adults at all times.
- Providing a safe environment for children and young people to learn and play.

## 1. Cut Moose's Safeguarding Children Policy

Cut Moose's staff and volunteers will take the following practical measures to ensure a safe environment for our participants creating a child centred approach to safeguarding.

All paid staff and volunteers who are working with children, young people and adults at risk will be subject to the following range of pre-employment checks.

We will email the potential applicants each time we work with them asking for:

- Whether they have ever had any complaints of abuse against them
- Proof of identification
- DBS Check
- If the person will be working with children under 8, a statement under the Childcare Act 2006 that they do not live with anyone who is barred from working with children

## 2. Child Protection: definition and indicators

### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

**Possible indicators of abuse and neglect:**

**Neglect**

- Inadequate or inappropriate clothing
- Appears underweight and unwell and seems constantly hungry
- Failure to thrive physically and appears tired and listless
- Dirty or unhygienic appearance
- Frequent unexplained absences from school
- Lack of parental supervision

**Physical abuse**

- Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury
- Injuries in unexpected places or that are not typical of normal childhood injuries or accidents
- High frequency of injuries
- Parents seem unconcerned or fail to seek adequate medical treatment

**Sexual abuse**

- Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development
- Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend
- Continual, inappropriate or excessive masturbation
- Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy
- Unwillingness to undress for sports

**Emotional abuse**

- Developmental delay
- Attachment difficulties with parents and others
- Withdrawal and low self-esteem

**Indirect indicators of abuse and neglect**

- Sudden changes in behaviour
- Withdrawal and low self-esteem
- Eating disorders
- Aggressive behaviour towards others
- Sudden unexplained absences from school
- Drug/alcohol misuse
- Running away/going missing

**Parental attributes**

- Misusing drugs and/or alcohol
- Physical/mental health or learning difficulties
- Domestic violence
- Avoiding contact with school and other professionals

**Do refer to appendix 1) for the Categories of Abuse and Signs and Indicators**

**Do refer to appendix 5) to read about additional barriers that can exist when recognising abuse and neglect in children, young people and adults with special needs.**



### 3. Cut Moose's Code of Conduct

All staff and volunteers will read and understand this policy and agree to report concerns to the nominated child protection representative, Dr Irene Ros.

All staff and volunteers will familiarise themselves with the safeguarding process for adults at Risk and relates to all forms of abuse.

All workers and representatives whether paid or voluntary are expected to uphold the following code of conduct which is intended to ensure the protection of children and young people whilst engaged in Cut Moose's activities and events.

Serious acts of misconduct in relation to this code will result in immediate suspension leading to dismissal.

- Always treat everyone with respect
- Always act in a manner that sets a good example for others to follow
- Always plan activities so that more than one other worker or volunteer is present, or at least in sight or hearing of others
- Always respect children and young peoples' right to personal privacy
- Always ensure that there are sufficient numbers of workers or volunteers present to prevent any child, young person or adult at risk being alone on any premises with a single member of staff or volunteer.
- Always consider the age of the child or person and the suitability of their interaction with others in each situation (i.e. residential trips)
- Always report allegations, incidents of suspicions of child abuse to the nominated child protection representative or to the relevant authorities (police, social services) if you believe they are at immediate risk
- Always avoid situations that compromise your relationship with children, young people or adults at risk and are unacceptable within a relationship of trust (e.g. a sexual relationship between a leader and a youth member over the age of consent)
- Always take responsibility for your own actions and be aware of others
- Always let the Director or colleagues know what you are doing, where you are meeting or dropping off children, young people or adults at risk and why
- Always remember that someone else might misinterpret your actions, no matter how well-intentioned
- Recognise that caution is required in sensitive moments, such as when dealing with bullying, bereavement or abuse
- **Do Not permit abusive peer activities (e.g. initiation ceremonies, ridiculing, play fighting, bullying)**
- **Do Not leave a session when only one member of staff or volunteer is present and children, young people or adults at risk are still on the premises.**

- **Do Not transport children, young people or adults at risk in your private motor vehicle alone or without first gaining permission from the Director or the Chair of the Board**
- **Do Not have any inappropriate physical or verbal contact with others**
- **Do Not jump to conclusions about others without checking facts**
- **Do Not tolerate or encourage inappropriate attention seeking behaviour such as tantrums or crushes**
- **Do Not show favouritism to any individual**
- **Do Not let suspicion, disclosure or allegation of abuse go unrecorded or unreported**
- **Do Not believe "it could never happen to me"**

**All allegations, incidents or suspicions are to be referred immediately to all of the Cut Moose board of trustees.** No individual investigation or questioning is to be undertaken.

All allegations, incidents or suspicions must be reported no matter how insignificant they may seem or when they occur.

The child and/or adult at risk, protection procedure detailed in this document is to be followed in all cases of allegation, incident or suspicion.

#### **4. Use of Mobile Phones and Cameras**

Cut Moose has to ensure that we provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

**Do refer to appendix 6 and appendix 7 for Mobile Phone and camera policy and for Data and privacy policy**

#### **5. Response Procedures upon Suspicion or Direct Disclosure**

All allegations or suspicions must be referred to the Designated Person for Safeguarding Children Dr Ros or the safeguarding nominated child protection representative of the centre in which the event occurred, no matter how insignificant they may seem to be or when they occur.

**What happens if you suspect a child or young person is being abused?**

1. Immediately tell the nominated child protection representative or to the safeguarding nominated child protection representative of the

centre in which the event occurred

2. The nominated child protection representative will decide what action is to be taken, what contact if any should be made with parents/carers, if the incident is to be reported and what if any, information needs to be shared with others.
3. Record the facts as you know them and give a copy to the relevant nominated child protection representative. This information should include the child or young person's name, address and where possible parent/guardian or carer details as relevant.
4. Ensure that the person has access to an independent adult (a youth worker, adult relative, social worker, etc.).
5. Ensure that no situation arises which could cause further concerns.
6. An anonymised report of the incident to be given to Cut Moose's board of trustees.

**If a child or young person discloses abuse by someone else:**

1. Allow the child or young person to speak without interruption, accepting what they say. Believe them, often abusers tell their victims that no-one will believe them so there is no point in telling.
2. Listen to them but do not push for information. Make sure that you have enough information to be sure that you are talking about abuse. Vague statements like "he makes me do things" need to be clarified before jumping to conclusions. However do not probe or investigate.
3. Alleviate feelings of guilt and isolation while not passing judgement. Reassure the child or young person that they were right to tell you. Abusers often tell their victims that they (the child) have done something wrong to invite the abuse and that awful things will happen if they tell.
4. Advise the child or young person that you will try to offer support but that you **must** pass the information on. In order to help and protect the young person the conversation cannot be kept confidential.
5. Tell the child or young person what you are going to do next. If there is no cause for immediate concern and the child or young person is to be allowed home, make sure that they have access to support and further help if they need it later.
6. Immediately tell the nominated child protection representative
7. The nominated child protection representative will decide what action is to be taken, what contact if any should be made with parents/carers, if the incident is to be reported and what if any, information needs to be shared with others.
8. Record the facts as you know them and give a copy to the nominated child protection representative, this information should include the child or young person's name, address and where possible parent or guardian details.
9. Ensure that the child or young person has access to an independent adult (a play worker, youth worker, adult relative, social worker, etc.).
10. An anonymised report of the incident to be given to Cut Moose's board of trustees.

**Do refer to appendix 2 for more on Dealing with Disclosures**

## 6. Allegations against Cut Moose's staff or volunteers

If Cut Moose receives an allegation about any adult working with/for them, Cut Moose will refer to Camden Safeguarding Children Board document on **Managing Allegations Against Staff and Volunteers – Multi Agency Guidance 2016**

1. Immediately tell the board of trustees
2. Record the facts as you know them, including exactly anything that was said. Pass a copy to the board of trustees.
3. Try to ensure that no-one is placed in a position which could cause further compromise

In case of an allegation or suspicion against the nominated child protection representative, refer the matter to the board of trustees.

Staff and volunteers who are concerned about the conduct of a colleague towards a child, or vulnerable adult are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

Cut Moose's encourages staff and volunteers to raise concerns or allegations in confidence and for a sensitive enquiry to take place and the NSPCC encourages concerned individuals to use their **whistleblowing helpline 0800 028 0285**.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (line is open 8 am – 8 pm Monday to Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

## 7. The Prevent Duty

Cut Moose recognises a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “***due regard to the need to prevent people from being drawn into terrorism***”, known as the Prevent duty. Cut Moose recognises that protecting children from the risk of radicalisation is part of the centre's wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

- Cut Moose has regard to the statutory Revised Prevent Duty Guidance, specifically paragraphs 57-76 of the guidance, concerned specifically with centres. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

Cut Moose is committed to building children's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. Cut Moose will promote the spiritual moral, social and cultural development of children and fundamental shared values and encourages children to develop positive character traits such as resilience, determination, self-esteem and confidence.

Where a member of staff has a concern about a particular child they should follow normal safeguarding procedures, discussing with the DSL and where necessary with children's social care. The Department of Education has a dedicated telephone line 020 7340 7264 and email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) available for staff and trustees to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**Indicators of vulnerability to radicalisation are included at Appendix 3.**

**Cut Moose's**  
**Safeguarding Children Incident Record**

Name of Child:

Person Reporting:

Position:

Date of incident

Time of incident

Child's Full Address

Post Code

Telephone

Parent/Guardian/ Public Guardian:

Details

(if known)

Nominated child protection representative informed (date)

(time)

Please list all witnesses/persons spoken to about this incident:

Name                      Status (Witness, colleague, parent, guardian etc.)

\_\_\_\_\_

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**Details of the incident:**

Please record clear descriptions of any injuries, statements made by the child or young person or any third party witnesses or reasons for suspicion.

**Your Statements:**

**Action Taken:**

Include names of any persons spoken to or contacted, state the time of contact nominated child protection representative, parents, Police or Social Services informed, record details of any action taken by you or a third party, state any recommendations made by you or a third party i.e. "you should go home"



Signature of person reporting

Date

Signature of the nominated child protection representative for the venue where the incident occurred

Date

Signature of nominated child protection representative of Cut Moose

Date

## Telephone numbers and contact points (Safeguarding)

- **Children's Safeguarding and Social Work**  
**9am-5pm 020 7974 3317/ 020 7974 6600/ 020 7974 4094**  
**Out of Hours (5pm – 9am): 020 7974 4444**

## POLICE

Child Abuse Investigation Team (Camden) Holborn Police Station  
10 Lambs Conduit Street WC1 3NR  
**0208 733 6495/ 6507/6503**

## NSPCC Child Protection Helplines

Online support for young people - There4me.com

NSPCC Child Protection Helpline is a free 24-hour service, 7 days a week which provides counselling, information and advice to anyone concerned about a child at risk from abuse.

Call: **0808 800 5000**

NSPCC Asian Child Protection Helpline 11am – 7pm, Mon - Fri:

Asian/English 0800 096 7719

Bengali 0800 096 7714

Gujarati 0800 096 7715

Hindi 0800 096 7716

Punjabi 0800 096 7717

Urdu 0800 096 7718

## Other Helplines

ChildLine – ChildLine is the free helpline for children and young people in the UK. ChildLine number: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

**Professional Association for Child Care & Early Years (PACEY)**

Royal Court

81 Tweedy Road Bromley

BR1 1TG

**Telephone: 0300 003 0005 Family Rights Group**

offers specialist advice for parents involved in child protection via a free service 1-30pm – 3-30pm Monday to Friday on FREEPHONE  
**0808 801 0366**

**Metropolitan Police Service Child Pornography Information LINE**

**0207 161 3871** has been established to enable members of the public to pass information to the police about child pornography: Information from persons who wish to remain anonymous may be passed to **Crime-stoppers** on **FREEPHONE 0800 555 111**

**Further reading:**

(a) **HM Government: Working Together to Safeguard Children (July 18)**

(b) **DfE: Keeping Children Safe in Education (September 2018)**

*All staff should read and understand Part One of Keeping Children Safe in Education and staff can access a copy in: The main office together with staff signatures confirming compliance.*

(c) **The London Child Protection Procedures**

*The most recent edition is available online from the London Safeguarding Children Board*

(d) **HM Government: What to do if you're Worried a Child is being Abused**

(e) **HM Government: Information Sharing 2015**

(f) **DfE: Mental Health & Behaviour In Schools 2016**

(g) **HM Government: Revised Prevent Duty Guidance 2015**

August 2024

## Policy Reviews

**This policy will be reviewed annually, or more regularly, if developments in Safeguarding change and alterations are made to the existing policy .**

**Signed:**..... Irene Dr ..... Nominated Child Protection representative Irene  
Dr Ros

**Date : August 2024**                      To Be Reviewed : July 2025

**Signed:**..... Helen Ainsworth .....

**Chair of the Board      Helen Ainsworth**

**Date : August 2024**                      To Be Reviewed : July 2025

**I have received and read Cut Moose's Safeguarding Children and Young People Policy and Procedure  
and I understand and agree to operate within the conditions and procedures laid down in the Policy  
and implement the guidelines at all times when working for or on behalf of Cut Moose.**

**Print Name**

**Date Received**

**Signature**

**Date Read**

**Signature**

**Signature of Participant**

**Certified by**

Nominated Child Protection Representative

## Appendix 1

### Categories of Abuse and Signs and Indicators

All centre staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Someone 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Staff and volunteers must be aware of wider safeguarding issues and that behaviours linked to drug taking, alcohol abuse, truancy and sexting, put children in danger.

**There are four categories of abuse.** The definition of each category is set out below with a non-exhaustive list of possible signs and symptoms:

### Physical

***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.***

### Recognising Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries/parent undisturbed by accident/injury
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted

- Fear of undressing
- Fear of medical help
- Aggression/bullying
  - Over compliant behaviour or a 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries
- Bruising

Children can have accidental bruising, but the following must be considered as indicators of harm, unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, although a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or places unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used (e.g. belt marks, hand prints or a hair brush)
- Bruising or tears around, or behind the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;

### **Bite marks**

Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child;

### **Burns and Scalds**

- It can be difficult to distinguish between accidental and non-accidental burns and scalds, experienced medical opinion is required. Any burn with a clear outline may be suspicious e.g.:
  - Circular burns from cigarettes (but may be friction burns along the protuberance of the spine);
  - Linear burns from hot metal rods or electrical fire elements;
  - Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Emotional

***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.***

## Recognising emotional abuse



- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.
- The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.
- The following may be indicators of emotional abuse:
  - Developmental delay;
  - Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
  - Indiscriminate attachment or failure to attach;
  - Aggressive behaviour towards others;
  - Appeasing behaviour towards others;
  - Scapegoated within the family;
  - Frozen watchfulness, particularly in pre-school children;
  - Low self-esteem and lack of confidence;
  - Withdrawn or seen as a 'loner' – difficulty relating to others.
  - Continual self-deprecation
  - Fear of new situations
  - Inappropriate emotional responses to painful situations
  - Self-harm or mutilation
  - Compulsive stealing/scrounging
  - Drug/solvent abuse
  - 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on
  - Air of detachment – 'don't care' attitude
  - Social Isolation – does not join in and has few friends
  - Desperate attention-seeking behaviour
  - Eating problems, including overeating and lack of appetite
  - Depression, withdrawal

## **Sexual**

***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.*

## **Recognising sexual abuse**

- Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore, both identification and disclosure rates are deceptively low.
- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.
- If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

## **Behavioural indicators which may help professionals identify child sexual abuse include:**

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

## **Physical indicators associated with child sexual abuse include:**

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions
- Bruises, scratches, burns or bite marks on the body
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

### **Other signs of sexual abuse**

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger anxiety, tearfulness
- Withdrawal from friends
- Frequent vaginal infections, discharge or odours
- Sexually transmitted diseases

### **Possible signs in older children**

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbances
- Unexplained gifts of money
- Depression
- Changes in behaviour
- Non- attendance at school
- Talking about a new 'special' friend

**Sex offenders have no common profile**, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

### **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.***

### **Recognising Neglect**

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

- When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:
- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence, mental health issues, learning disabilities, substance misuse, or social isolation / exclusion, this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

**Possible signs of Neglect**

- Constant Hunger
- Clinging to Staff
- Detachment
- Lack of bonding to parent/carer
- Daytime incontinence
- Poor personal Hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

**Signs to Watch Out For**

- Signs of low self-esteem
- Repeated talk of failure
- Deliberately seeking failure
- Denial or destruction of anything good
- Rejection of praise
- Pleasure in criticism
- Clowning, acting big, telling tall stories

**Verbal signs of distress**

- Worthlessness
- Pessimism
- Morbid thinking
- Suicidal thoughts
- Pathological thinking
- Self-blame

### **Non-verbal signs of distress**

- Loss of interest and withdrawal
- Irritability and tearfulness
- Tiredness and change in weight
- Poor concentration and deterioration of work
- Destructive behaviour\*
- Morbid art work and writing\*
- Lack of self-care (deliberate)\*
- Deliberate failure\*
- Self-harming\*
- Suicide attempts\*
- Arson\*

*\*Particularly significant and should never be ignored.*

## **Appendix 2**

### **Dealing with Disclosures**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

#### **Reassure**

- Reassure the child, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the child refers to it. For example, you could say:
  - I believe you.
  - I am glad you came to me.
- I am sorry this has happened.

- You're not to blame. You're not alone, you're not the only one this sort of thing has happened to.
- We are going to do something together to get help.

***Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.***

## **React**

- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example '*what did he do next?*' (this assumes he did!), or '*did he touch your private parts?*' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be a senior member of staff. Try to see the matter through yourself and keep in contact with the child. Ensure that if a Social Services interview is to follow, that the child has a support person present if the child wishes it (possibly yourself).
- Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible

## **Record**

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.

- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

**Remember**

- To follow the centre's child protection policy and procedures and share your concerns with your designated child protection leaders. Consult with your designated child protection members of staff as appropriate.
- Refer to Children's Social Care and/or Police if relevant.
- Support the child: listen, comfort, and be available.

**Complete confidentiality is essential.**

***Share your knowledge only with appropriate professional colleagues***

**Try to get some support for yourself if you need it.**



## Appendix 3

### Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that centre staff are able to recognise those vulnerabilities.

This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity Crisis – the student / child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student / child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student
- The child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs – students / children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Appendix 4**

### **Behaviour policy**

**October 2019**

**To be revised in October 2021**

Cut Moose recognises the importance of using positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

Our Behaviour Management policy aims to help children to:

- Develop social skills and help them to understand what constitutes acceptable behaviour
- Develop confidence, self-control and self-esteem in an atmosphere of mutual respect and encouragement
- Develop a respect for one another
- Build caring and co-operative relationships with other children and adults

### **Behaviour Management Strategies**

Cut Moose will manage behaviour using clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising concerns or offering suggestions.

Behaviour management in the organisation will be structured around the following principles:

- Cut Moose's employees and volunteers and children will work together to establish a clear set of rules governing behaviour. We will review the rules periodically to give new children an opportunity to have an input. Parents/carers will also have access to the organisations rules to promote consistency.
- The organisations rules will apply equally to all children, Cut Moose's employees and volunteers and parents/carers.
- The rules will be displayed in view of the children, Cut Moose's employees and volunteers and parent/carers.
- Challenging behaviour will be addressed in a calm but assertive manner. In the first instance, Cut Moose's employees and volunteers will try to re-direct children's energies by offering them alternative and positive options. Cut Moose's employees and volunteers will

be open in stating and explaining non-negotiable issues.

- Positive behaviour will be reinforced with praise and encouragement.
- When dealing with challenging behaviour, Cut Moose's employees and volunteers will always communicate in a clear, calm and positive manner. For those children who need support in order to behave in an appropriate manner, Cut Moose's employees and volunteers will investigate strategies and offer consistent care.
- Cut Moose's employees and volunteers and parents/carers will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Cut Moose's employees and volunteers and parents/carers will avoid shouting at any time.
- Cut Moose's employees and volunteers will instigate regular and open discussions with children about their behaviour. This will help them to understand the inappropriate aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Cut Moose's employees and volunteers will work as a team by discussing incidents and resolving to act collectively and consistently through Cut Moose's employees and volunteers meetings and de-briefing.
- Cut Moose's employees and volunteers will try to discuss concerns confidentially with parents/carers at the earliest possible opportunity in order to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Cut Moose's employees and volunteers will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- The organisation ensure that children's services are well resourced and planned in order to meet the needs of the children and young people, thereby offering a variety of play opportunities.

### **Dealing with Inappropriate Behaviour**

When confronted with negative behaviour, Cut Moose's employees and volunteers will distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- Disengaged behaviour may indicate that a child is bored, unsettled or unhappy. With appropriate interventions, Cut Moose's employees and volunteers may be able to re-engage a child in purposeful activity.
- Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Cut Moose's employees and volunteers will collectively discuss incidents and agree on the best way to deal with them.

- Unacceptable behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Cut Moose's employees and volunteers will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When inappropriate behaviour occurs, Cut Moose's employees and volunteers will listen to the child or children concerned and hear their reasons for their actions. Cut Moose's employees and volunteers will then explain to the children what was unacceptable about their behaviour and that their actions have consequences for themselves and for others.

Cut Moose's employees and volunteers will make every effort to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity. Cut Moose's employees and volunteers will give consideration to the child's individual needs. Every effort will be made to communicate in the most appropriate manner in order to facilitate an improvement in behaviour.

Children who need help in order to behave appropriately will be given support and consistent strategies to address the matter. Cut Moose's employees and volunteers will seek appropriate training in order to reflect upon the triggers and effects for children who find aspects of the play environment stressful.

In the event that unacceptable behaviour persists, more serious actions may have to be implemented. At all times, children will have the potential consequences of their actions explained to them.

It is recognised that an incident of unacceptable behaviour is a stressful situation for Cut Moose's employees and volunteers and children alike. However, Cut Moose's employees and volunteers will be aware that there is also a need to be mindful of confidentiality and will only discuss such incidents on a 'need to know' basis. Where causes of incidents indicate possible abuse, child protection procedures will be implemented.

### **The Use of Physical Interventions**

Physical intervention may be recognised as part of an Individual care plan and training will be sought.

Cut Moose's employees and volunteers will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, Cut Moose's employees and volunteers will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child/children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child/children at all times, in order for the member of Cut Moose's employees and volunteers to explain what they are doing and why they are doing it. Cut Moose's employees and volunteers will make every effort to avoid the use of physical interventions if they are alone with the child/children. Only the minimum force necessary to prevent injury or damage should be applied, for example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Cut Moose's employees and volunteers will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told when there is no immediate risk to people or property.

When safe, the physical intervention should be relaxed gradually to allow the child/children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child/children involved.

If Cut Moose's employees and volunteers are not confident about their ability to contain situation or type of behaviour, they will consider calling the manager or, in extreme cases, the police.

If a member of Cut Moose's employees and volunteers has had to intervene physically to restrain a child, the manager will be informed and the incident will be recorded. The incident will be discussed with the parent/carer at the earliest possible opportunity.

### **Recording and Monitoring**

Written records are kept of all serious behaviour incidents. A serious incident is one which causes significant disruption or could be classified as sexist, racist, homophobic, violent or one in which a child uses bad or abusive language. Bullying (including cyber bullying) is also recorded.

## **Appendix 5**

### **Children with Additional Needs and/or Disabilities**

We recognise that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be

increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

Further information on safeguarding disabled children is available in the government guidance 'Safeguarding Disabled Children, Practice Guidance'.

Staff working with children in any capacity, must be particularly aware of and sensitive to how the effects of abuse or harm may present, and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of children's individual care needs and take these into account when working with them and their families. Concerns should be shared immediately with the DSL or the Deputy DSLs.

The staff in this centre will have important information about individual children's presentation, their levels of understanding and how best to communicate with them.

All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

When working with children with disabilities, staff must be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;

- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate or unnecessary invasive procedures.

## **Missing child**

Cut Moose will follow the Missing Child Procedure of the relevant venue in the instance that a child disappears from the premises.

## **Private Fostering**

Privately fostered children are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. There may be occasions in which centre staff -

- Become aware of a private fostering arrangement which is not likely to be notified to the local authority
- Have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the child's welfare

In these instance, staff should notify the DSL, who will then communicate with the child's school to check if they are aware of the situation.

Further information about private fostering arrangements can be found at

<https://www.gov.uk/government/publications/national-minimum-standards-for-private-fostering> and <http://www.privatefostering.org.uk/> .



## **Trafficked and Exploited Children**

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. Centre staff should make a referral to Children's Social Care if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been Trafficked' :

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## **Harmful Traditional Practices**

Cut Moose recognises the abuse that children can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion and/or superstition and can include abuse linked to a belief in spirit possession, breast ironing and force feeding as well as forced marriage, female genital mutilation, so called honour-based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the child and can involve bias against groups of children, particularly girls and children with disabilities. Many involve physical abuse and pain, leading in some cases intentionally, to death or serious injury. Others involve mental abuse.

If a member of staff suspects a child may be at risk of abuse through a harmful traditional practice, they should follow usual child protection procedures by alerting the DSL promptly.

Further guidance is available on the safeguarding board website <http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Harmful-Practices.aspx>

## **Child Sexual Exploitation**

The key indicators of child sexual exploitation can include:

- going missing for periods of time or regularly coming home late;
- regularly missing centre or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff are aware that victims of sexual exploitation often do not recognise themselves as such. As trafficking is closely related to child sexual exploitation, there is further guidance

“Safeguarding Children and Young People from Sexual Exploitation: <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Child sexual exploitation is a form of child abuse. Essentially it involves children and young people receiving something – for example accommodation, drugs, gifts or affection – as a result of them performing sexual activities, or having others perform sexual activities on them. It can occur without physical contact, when children are groomed to post sexual images of themselves on the internet.

Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

If staff suspect a child has been sexually exploited or is at risk of sexual exploitation they must share the information with the DSL without delay. The DfE’s guidance “What to do if you suspect a child is being sexually exploited” is at: <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

## **Children with Sexually Harmful Behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the centre's anti bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of children and young people with sexually harmful behaviour is complex and the centre will work with other relevant agencies to maintain the safety of the whole centre community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a child's sexualised behaviour should speak to the DSL as soon as possible.

## **Forced Marriage/Honour Violence/Killings**

It is an offence to force someone to marry against their will - section 74 of the Serious Crime Act 2015. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- 
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

Guidance on dealing with concerns regarding forced marriage is contained in the Multi

Agency Practice Guidelines 'Handling Cases of Forced Marriage' <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/publications>

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse

or neglect, family/young person conflict, a child absent from centre or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has often been linked to 'honour killing' or violence.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

Centre staff should respond to suspicions of a forced marriage or honour-based violence by making a referral to the Children's Services Contact Team on **0207 527 7400** and if the risk is acute, to the Police Child Abuse Investigation Team **020 8733 4286**. Centre staff should not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.**

Further information and advice can be obtained from the Forced Marriage Unit <https://www.gov.uk/stop-forced-marriage> 020 7008 0151 and the Karma Nirvana Honour Network Helpline 0800 5999 247.

## **Female Genital Mutilation**

It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. Centre staff will be encouraged to attend specific training, and should be alert to the following indicators:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.

- ' There may be prolonged or repeated absences from school.
- ' A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- ' A girl may be particularly reluctant to undergo normal medical examinations.
- ' A girl may confide in a professional.
- ' A girl may ask for help but may not be explicit about the problem due to embarrassment or fear.
- ' A girl may talk about pain or discomfort between her legs.
- ' Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Any information or concern that a child is at immediate risk of or has undergone FGM will result in a child protection referral to the Children's Services Contact Team on 020 7527 7400. Staff should be alert to the need to act quickly and not to mediate with or alert parents to professionals' concerns.

Guidance is available in 'Safeguarding Children from Female Genital Mutilation <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> .

Female genital mutilation is a form of child abuse common to some African, Asian and Middle Eastern communities in the UK. This illegal and life-threatening initiation ritual leaves victims in agony and with physical and psychological problems that can continue into adulthood. Carried out in secret and often without anaesthetic, it involves the partial or total removal of the external female genital organs.

Talking about FGM can be difficult and upsetting. Centre staff may wish to speak with their line manager or Designated Safeguarding Lead if they are affected by what they have heard.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

### **NSPCC dedicated helpline for advice and support**

An NSPCC helpline will give advice, information and support for anyone concerned that a child's welfare is at risk because of female genital mutilation. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services. The Metropolitan Police force is also supporting the FGM helpline as part of its crime prevention work.

If you are worried that a child may be at risk of FGM, you can contact a 24-hour helpline anonymously on **0800 028 3550** or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

## **Domestic Violence**

Domestic violence is:

“Any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

- This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore, if staff are aware that a child is witnessing or hearing domestic violence, they should inform the Designated Safeguarding Lead, who should in turn refer the matter to the Children’s Services Contact Team on 020 7527 7400.

## **Young Carers**

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child’s health and development.

The centre will refer to Family Action [islingtonandcamdenyoungcarersreferrals@family-action.org.uk](mailto:islingtonandcamdenyoungcarersreferrals@family-action.org.uk) if they suspect a child has caring responsibilities and/or seek advice:

- Email: [islington.youngcarers@family-action.org.uk](mailto:islington.youngcarers@family-action.org.uk),
- Telephone: 020 7272 6933
- Address: Family Action Islington, Young Carers Service 608 Holloway Road London N19 3PH

Government guidance is contained in ‘Improving Support for Young Carers’

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182291/DFE-RR084.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182291/DFE-RR084.pdf)

## **Young Runaways**

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying, and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

The centre recognises that repeatedly going missing should not be viewed as a normal pattern of behaviour. For example, repeat episodes of a child going missing can indicate sexual exploitation.

If centre staff become aware of a young runaway, they should ensure they inform the DSL. A return interview should always be offered by Targeted Youth Support.

A Young Runaway's Action Plan is available <http://education.gov.uk/publications/standard/publicationDetail/Page1/RUNAWAYS08>.

## **Appendix 6**

### **Mobile Phone and camera policy**

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used, thus in turn eliminating the following concerns:

- 1) Staff being distracted from their work with children or vulnerable adults
- 2) The inappropriate use of mobile phone cameras around children or vulnerable adults
  - Personal mobile phones may be used to capture images of workshops, however the images will be downloaded onto a laptop in a secure file within 24 hours and deleted from the device.
  - Mobile phones will not be permitted to be used by workshop participants unless they are required for a specific project and full permission has been obtained (see appendix 19)
  - Visitors or parents or carers to the workshop are instructed to keep their mobile phone in a bag or pocket unless full permission has been obtained.

### **Cameras and photos**



- Images will not be used for promotional or press releases unless the subject has consented, or in the case of under-18s - parents / carers have consented.
- Children and young people can only be photographed if written permission of parents / carers is given on each occasion.
- It is not the intention to prevent parents or carers from taking pictures, but to ensure that photographic practices are monitored and to reduce the risks of inappropriate photography / filming.
- Use of cameras and video equipment can be a legitimate learning / training aid/PR. Children, young people and parents / carers should be made aware that this is part of the learning / training/PR.

## **Appendix 7**

### **Data and privacy policy**

Cut Moose is committed to ensuring any personal data will be dealt with in line with the 2018 General Data Protection Regulation (GDPR).

The aim of this policy is to ensure that everyone handling personal data is fully aware of the requirements and acts in accordance with data protection procedures. This document also highlights key data protection procedures within the organisation.

This policy covers all employees, trustees and volunteers with Cut Moose.

#### **1. Definitions**

For data to be classified under 'personal data' it must:

1. Be data (so not unrecorded conversations with service users, donors or customers);
2. Be personal. (Data is personal if it is concerned with identifiable, living individuals. It does not matter whether this data was processed automatically, electronically or manually).

For data to be classified as 'sensitive personal data' it must fall into the following categories:

1. The racial or ethnic origin of the subject;
2. The subject's political opinions;
3. The subject's religious beliefs or beliefs of a similar nature;
4. Whether the subject is a member of a trade union;
5. Information on the subject's physical or mental health condition;
6. Information on the subject's sexual life;

7. The commission or alleged commission of an offence by the data subject;
8. Information relating to the commission or alleged commission of an offence by the data subject

## **Principles**

Cut Moose will use the following principles with regards to personal data. Personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed;
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

Valid reasons for processing data include:

- The individual whom the personal data is about has consented to the processing;
- The processing is necessary: in relation to a contract which the individual has entered into; or because the individual has asked for something to be done so they can enter into a contract;
- The processing is necessary because of a legal obligation;
- The processing is necessary to protect the individual's "vital interests".
- The processing is necessary for administering justice, or for exercising statutory, governmental, or other public functions;
- The processing is in accordance with the "legitimate interests" condition.

Where information is processed in accordance with the consent of the individual we will require properly documented, subject specific, granular, clear, prominent opt-ins which can be easily withdrawn.

Where information is processed in accordance with the Legitimate Purposes of the organisation, we will complete a Legitimate Interest Assessment (LIA). This comprises three steps:

1. The assessment of whether a legitimate interest exists;

2. The establishment of the necessity of processing; and 3.Undertaking a balance of interests test.

Children under 16 cannot give consent. We will seek consent from a parent or guardian and will verify that the person giving consent on behalf of a child is allowed to do so.

The organisation will take steps to ensure that personal data is kept secure at all times against unauthorised or unlawful loss or disclosure. Sensitive personal information will be stored using additional security measures and will never be shared over email.

### **Procedure in case of a breach**

When a breach of data protection occurs The Data Protection lead will report the breach to the Information Commissioner within 72 hours and/or to any partners with which we hold Information Sharing or Partnership Agreements

If a breach is likely to result in a high risk (e.g. criminal activity such as fraud, or published in the public domain) to the rights and freedoms of individuals then the Data Protection lead will also notify those concerned and the Charity Commission.

### **Subject access requests and individual rights**

Anyone whose personal information we process has the following rights:

- Right to be informed;
- Right of access;
- Right of rectification;
- Right to erasure;
- Right to restrict processing;
- Right to data portability;
- Right to object;
- Right not to be subject to automated decision making including profiling

Personal details which might make a person vulnerable, for example, address, email address, phone number, should never be revealed or shared in data sets

## **Appendix 8**

### **Safeguarding for Remote Learning for Ensembles**

This document is not intended in any way to replace existing safeguarding policies and systems. It is a supplement to the Cut Moose Safeguarding Policy.

In view of government guidelines and for the foreseeable future many youth services and hubs are now developing strategies for remote meeting and ensemble experiences.

Safeguarding remains as important in this environment as anywhere else, and Cut Moose is keen to ensure that all sessions are arranged and conducted in such a way that parents, children and staff are kept safe.

All facilitators delivering sessions for Cut Moose have an Enhanced Disclosure DBS certificate and receive regular safeguarding training.

#### **Administration of sessions**

- Any communication outside of sessions should take place between parents and facilitators and should not involve the child/participant.
- Facilitators must use their dedicated work email address and a dedicated work account for online delivery platforms.
- Facilitators must use an appropriate image for any profile pictures. Facilitators must not share any personal information such as personal telephone numbers, personal email addresses or social media details.
- Sessions should be accessed on a device that is logged in to a parent (rather than child/participant) account. Standards in sessions
- A parent (or supervising adult) should be in the room with the participant for the duration of the online sessions.
- Facilitators and participants must conduct themselves as they would in a school setting. Both facilitator and participant should be dressed appropriately (no pyjamas!) and be mindful to use appropriate language and body language.

- Facilitators and participants should both be in an appropriate room within the home. Online teaching should not reveal details about the personal life of the facilitator or the participant. Where possible, both participants should be against a fairly neutral background and in a suitable location within the home (not a bedroom).
- The facilitator should deliver the sessions from a private room that is free from distractions. Other individuals must not be present in the facilitator's teaching room.
- A member of the Cut Moose Leadership Team/Mentor may occasionally 'join' a session for quality assurance purposes, much like an in-person session observation in school. This facility is also an important safeguarding measure.
- All browser windows that are not pertinent to the sessions should be closed, and both parent and facilitator devices should be in 'do not disturb' mode.
- It may be useful to use 'screen sharing' in order to allow participants to view resources. Bearing this in mind, desktops/backgrounds should be carefully considered and like physical backgrounds should not reveal details about the personal life of the facilitator or the participant.
- Parents/participants/facilitator must keep in mind that multiple attendees are included in the online session and act appropriately.
- The parent/participant/facilitator all have the right to terminate the session at any time if they are not comfortable. Any safeguarding concerns should be reported to: Helen Ainsworth [helen@cutmoose.com](mailto:helen@cutmoose.com)

### **Guidance for Parents, Guardians and Participants**

Learning online is a good way to help participants continue to enjoy the many benefits of workshops when it is not possible to attend ensembles in person. Although it is not the same as face-to-face activities or sessions, it is still very effective. For those who do not have a fast-enough internet connection for live online video sessions Cut Moose facilitators will be able to

recommend resources, and support participants' practice at home by other means such as phone and email.

But for the majority of people, live online sessions, using a parent/guardian's email or phone will be the best way forward.

We will only deliver sessions using a parent/guardian's email or phone and not directly with a participant.

This guide sets out what is needed to make online and remote workshops a fun and safe way to continue participation in the creative workshops

This guide will look at:

- How to get set up - devices, apps and internet connection.
- How the facilitator will invite learners to the sessions.
- How to get the most out of a session - setting a space aside for the sessions.
- How to stay safe online - and how to treat the sessions in the same way that you would in a school.
- What we expect of parents and guardians.

## **Appendix 9**

### **Safeguarding for safe face-to-face activities during COVID-19 or any other outbreak of infectious diseases on a national level.**

Cut Moose will be alert to changes in guidelines and maintain efforts to reduce infection. Where necessary we will go to online provision.

In the possibility of face-to-face activities, Cut Moose will always follow and reinforce the most recent Government's regulations on indoor activities.

Cut Moose will:

- wear face-covering,
- respect the distances,
- respect the guidelines about gathering of people
- make sure the venue is ventilated
- request hand sanitizing at the beginning and end of the activity
- clean the room before and after
- respect the rules of the hosting venue

