

Safeguarding Children and Young People Policy

Board approved: 30 March 2026

Changes made since the [last version](#):

1. Policy name change to 'Children and Young People'
2. Formatting throughout
3. Addition of a contents page
4. Update to staff roles and contact information
5. Update to organisation address

Contents

1.1 Policy Objectives	2
1.2 Who does it apply to?	3
1.3 Roles and Responsibilities	3
2.1 Definition of a child	3
2.2 Definitions of child abuse and neglect	4
2.3 Allegations of historical abuse	4
2.4 Contextual Safeguarding	4
2.5 Bullying	4
3.1 What should you do if you are concerned that a child might be at risk of harm?	6
3.2 If you get told directly by a child about abuse or neglect	7
3.3 What to do if I am concerned about safeguarding practices?	8
Within a school	8
Safeguarding Online	8
Concerns about an adult working for, associated with or representing Arts Emergency and their contact with children	8
3.4 What we will do	8
4.1 Referrals to the Charity Commission	9
4.2 Referrals to the Disclosure and Barring Service	9
5.1 Recording of information	9
5.2 Arrangements for storage, maintaining records and delegation of responsibility	10
5.3 Retention rules concerning safeguarding concerns or allegations	11
Appendix 1: Types of child abuse and neglect	12
Appendix 2: Grooming behaviour	15
Appendix 3: Signs and indicators of abuse and neglect	16
Appendix 4 Safeguarding Reporting form, found on Arts Emergency website	17
Appendix 5: Legal Framework	18

1 Policy Statement

The purpose of this policy is to protect children who connect with Arts Emergency and take part in any of our programmes, events or workshops.

Through this policy we will create and maintain the conditions to provide children and young people with the best possible experience and opportunities in the programme to enable them to achieve greater confidence and success. We will aim not only to develop but proactively maintain an environment within Arts Emergency which is aimed at preventing or deterring any actions which could place any children at risk of harm, whether this is deliberate or by omission.

Arts Emergency have a responsibility to promote the welfare of all children to ensure they have an equal right to protection from abuse and neglect and to keep them safe regardless of their age, ability, gender, disability, nationality, racial heritage, faith, sexual orientation, identity or any other vulnerability (as defined within the Equalities Act 2010).

Arts Emergency has a duty of care towards all children who engage with our activities and services. This applies to all our work in England and Wales. The UK legal definition of a child is any person up to the age of 18 years, however there are some children and young people with special educational needs who may require services up to the age of 25 years. These matters should be dealt with through adult safeguarding arrangements as outlined in the Adults at Risk Policy.

Everyone has a role to play in safeguarding and Arts Emergency expect everyone to take on this responsibility in supporting good safeguarding practices and behaviours.

Policies and guidance

There are several other policies and guidance documents relating to working or volunteering with children on behalf of Arts Emergency.

These can be found on the Arts Emergency website, as follows:

- Mentor Handbook - arts-emergency.org/mentor-handbook
- Code of Conduct - arts-emergency.org/code-of-conduct

In addition, the safer recruitment policy is relevant in making sure that Arts Emergency takes a safe approach in the recruitment of employees and volunteers that will be engaging with children.

1.1 Policy Objectives

The policy seeks to ensure that everyone involved with Arts Emergency:

- Understands their responsibility to protect children in all areas of our activities
- Knows what to do if they are concerned about the welfare of children or are concerned about the behaviour of others towards children

- Knows where to go for advice and support if they are not sure about any aspect of protecting children.

1.2 Who does it apply to?

This policy applies to anyone who engages with children for or on behalf of Arts Emergency. It includes:

- All Employees
- Freelance staff and contractors
- Volunteers

Everyone has a role to play in safeguarding and Arts Emergency expect everyone to take on this responsibility in supporting good safeguarding practices and behaviours.

Arts Emergency will expect all our partners to share the same commitment to safeguarding all children from risk of abuse or neglect and we expect them to have their own safeguarding policy and procedures in place which meet safeguarding requirements to a safe standard. If they are not 'fit for purpose' or require substantial improvements or amendments, then Arts Emergency would expect partners to adhere to Arts Emergency's safeguarding children policy and procedures.

1.3 Roles and Responsibilities

We all have a responsibility to:

1. Know and work within this policy framework in order to safeguard children including knowing how to report concerns
2. Promote safe practices by being an excellent role model; positively involve people in developing safe practices wherever possible and report any concerns about poor practice swiftly using the mechanisms in this policy
3. Encourage open communication by treating all people equally with respect and dignity and share information appropriately with others and within the law

2 Safeguarding Children

2.1 Definition of a child

In England and Wales a child is defined as anyone up to the age of 18.

There may be occasions when someone is aged 18 or over but is still receiving children's services (for example a disabled young person who is in a residential educational setting until aged 25 or a care leaver) and a safeguarding issue is raised. These matters should be dealt with through adult safeguarding arrangements as outlined in the Adults at Risk Policy.

2.2 Definitions of child abuse and neglect

There are four main categories of abuse but more than one type of abuse may be occurring simultaneously or sequentially. Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or breach of trust. Abuse can happen to a child or young person regardless of their age, gender, race or ability.

These are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

There is a detailed description of each type of abuse in Appendix 1. The abuser may be a family member, someone the child encounters in residential care, or in the community, including sports and leisure activities. Any individual may abuse or neglect a child or young person directly, or may be responsible for abuse because they fail to prevent another person harming them or may not pass on information which could prevent or stop the abuse. Abuse in all its forms can affect a child at any age. Signs and Indicators of abuse are described in detail in Appendix 2.

2.3 Allegations of historical abuse

It can take many years for survivors of abuse to come forward for many different reasons; shame, fear of not being believed, difficulty in communicating or expressing the abuse. However, the alleged perpetrator may still remain a risk to others and so all non-recent historic allegations must be examined. Any disclosure or concerns that relate to abuse that happened more than a year ago, (since others would be under investigation), whether involving anyone from Arts Emergency or outside of it such as partnerships/those working on behalf of Arts Emergency should still be taken seriously and acted upon in line with Arts Emergency Children's Safeguarding policies and procedures. Arts Emergency will work in partnership with the police or local authorities in such cases.

2.4 Contextual Safeguarding

Some children may be vulnerable to abuse or exploitation outside their families such as at school, peer groups or in the wider community or online. These threats can take a range of different forms such as; exploitation by criminal gangs, trafficking and online abuse. Arts Emergency will consider these wider factors through their work with children on their programmes to see if they are present and are a threat to their safety or well-being.

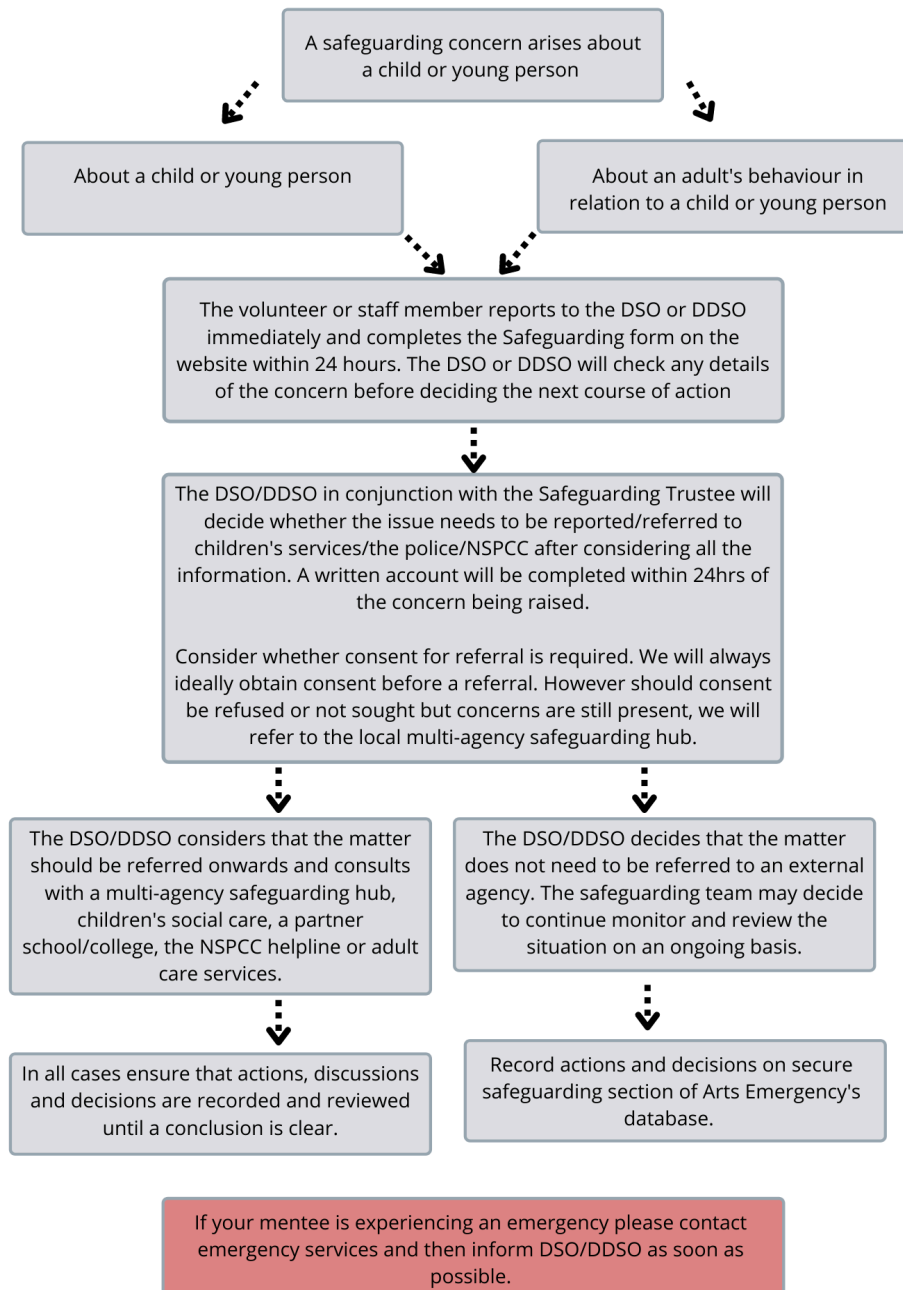
2.5 Bullying

The Anti-Bullying Alliance describes bullying as repeated physically and or emotionally hurtful behaviour and it can take many forms:

- Physical bullying involving hitting, kicking and other types of physical harm, including destruction of one's possessions
- Verbal bullying to encompass name calling, teasing, intimidating and spreading hurtful rumours
- Cyber-bullying which involves sending harassing, threatening and humiliating text messages, emails, posts, blogs etc., as well as spreading hurtful rumours via the internet and calling on the phone at inappropriate hours

3 Safeguarding Procedures

3.1 What should you do if you are concerned that a child might be at risk of harm?



If there is no immediate danger, the best way to contact our Safeguarding Team is by filling out the safeguarding form on our website:

www.arts-emergency.org/safeguarding

Once you have filled in the form, you will be sent information on the next steps, and we aim to contact you within the next working day.

Safeguarding Team and Contact Details:

Joe Burton, Head of Mentoring, Designated Safeguarding Officer (DSO)

joe@arts-emergency.org

Danny Kilbride, Mentoring Manager, Deputy Designated Safeguarding Officer (DDSO)

danny@arts-emergency.org

If the DSO or DDSOs are not available, or if your concern is about the DSO or DDSOs, contact the Safeguarding Lead Trustee:

Alex Keramidas

alex_kera@yahoo.co.uk

If the child is in immediate danger or requires medical attention:

You **must** contact the police or ambulance services on 999 or seek immediate medical attention. Once you have done that refer the matter to the Designated Officer as soon as possible and follow this up by completing the safeguarding reporting form on the Arts Emergency website

3.2 If you get told directly by a child about abuse or neglect

If a child discloses information to you about their own experience of abuse or neglect it is important that you tell them that you cannot keep this confidential and that you have a duty to report. This may be a disclosure of recent or historical abuse.

It is important that you:

- remain calm and do not show shock or disbelief
- show support and compassion
- listen carefully to what is being said
- do not ask detailed, probing or leading questions
- tell them that you take what they are saying seriously
- tell them what you are going to do next and that you will only tell people who you think need to know
- make a full and written record of what has been said/heard as soon as possible after the disclosure has ended
- share this information with the safeguarding team as outlined above

3.3 What to do if I am concerned about safeguarding practices?

Within a school

In the event your concern is witnessed within a school, you must refer your concern to the Designated Safeguarding Officer who will then liaise with the school if required.

Safeguarding Online

If you have any online safeguarding concerns these should be referred to the Designated Safeguarding Officer. This may relate to concerns relating to sexual images, bullying, grooming, self-harm or suicide or corrupting and extremist ideas.

Concerns about an adult working for, associated with or representing Arts Emergency and their contact with children

If you have concerns about the behaviour of a person - who is working for, or representing, Arts Emergency - towards a child, you must speak to the Designated Safeguarding Officer immediately. You can be confident that you will not suffer any personal detriment by sharing your concerns.

You may be concerned that someone working for or on behalf of Arts Emergency:

- is behaving, or has behaved, in such a way that a child has been harmed or may be harmed
- may possibly have committed a criminal offence against a child
- has behaved towards a child in a way that makes you think they may pose a risk of harm to others – including other children
- behaves in a way that compromises the reputation and ability of Arts Emergency to safeguard children. Examples of such behaviour (not exhaustive) could be:
 - contravening or continuing to contravene any safe practice guidance for working with children
 - exploiting or abusing a position of trust and/or power
 - consistently demonstrating a failure to understand or appreciate how their own actions could adversely impact upon the safety and wellbeing of children
 - exhibiting an inability to make sound professional judgements which safeguard the welfare of children
 - failing to understand or recognise the need for clear personal and professional boundaries in their work; or behaving in such a way that it seriously undermines the trust and confidence placed in them by Arts Emergency.

3.4 What we will do

Once you have shared your concern with the Designated Safeguarding Officer, they will then decide the next course of action and they will be responsible for taking this forward. Where possible the Safeguarding team will endeavour to speak with the child or young person before passing on any concerns. The principle of this is that early sharing of information is the key to providing an effective response where there are emerging concerns.

Potential pathways are:

- a referral is made to a statutory agency such as the police or Children's Services
- advice is sought from a statutory agency regarding next steps,
- In the case of a **school**, the Designated Officer may liaise with the school to ensure appropriate action is taken.
- If the concern is about the **behaviour of a person working for, associated with or representing, Arts Emergency toward a child**, the Designated Safeguarding Officer will liaise with the Chief Executive and the Safeguarding Trustee and take the matter further. A record will be made of their discussion, the action they have taken, who they contacted and what was agreed.

4 Referral to the Charity Commission, the Disclosure and Barring Service and/or any other Professional Regulatory Body

4.1 Referrals to the Charity Commission

The Charity Commission will need to be informed of any suspicions, allegations and incidents of abuse or mistreatment that fall under the definition of serious incident. Following receipt of a safeguarding allegation, the Designated Safeguarding Officer will share the matter with the Safeguarding Trustee and the Chief Executive within one working day. The Safeguarding Trustee will then advise if a referral to the Charity Commission is required and make this referral if required.

4.2 Referrals to the Disclosure and Barring Service

In the case of a paid or unpaid member of staff or volunteer Arts Emergency will consider whether they are able or allowed to continue in this role, depending on the outcome of any enquiries. If it is concluded that the individual should no longer be engaged in activity with children, then the Designated Safeguarding Officer will need to refer this person to the Disclosure and Barring Service for consideration to bar the person from working with children or adults at risk.

All decisions, actions and outcomes must be recorded on the safeguarding reporting log on Salesforce in addition to any other plan of actions and stored securely.

5 Recording and retention of information

5.1 Recording of information

It is essential that Arts Emergency maintain clear and comprehensive records of any concerns or allegations of actual or suspected abuse, which should detail the actions that were taken, discussions, followed up and the outcomes. This information should be recorded on the safeguarding reporting form. Arts Emergency will ensure that all transfer of data and storage complies with the General Data Protection Regulations May 2018.

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

The importance of ensuring that accurate, up to date and clear records are:

- To be able to provide accurate information in response for a future request for a reference for a member of staff or volunteer
- Provide clarity in a situation where a future DBS disclosure reveals information from a police investigation that an allegation was made against a person, but did not result in a prosecution or conviction
- To prevent an unnecessary re-investigation if an allegation resurfaces in the future
- To provide information to statutory services in the event of a case conference or court proceedings
- To provide information and evidence should a decision be made to refer a person for consideration to be barred from working with children and young people
- To support Arts Emergency with best standard practices for their policies and procedures
- Recording should always be objective
- The records must reflect the language that is used by the person making the allegation or raising a concern. It should not be altered or amended in anyway
- Recording of a safeguarding concern or allegation should be made within 24 hours of receiving the information

5.2 Arrangements for storage, maintaining records and delegation of responsibility

The Designated Safeguarding Officer is responsible for ensuring that accurate information has been recorded throughout a safeguarding concern or allegation. These records should be stored securely on the Arts Emergency database (Salesforce) with access only to the Designated Safeguarding Officer and the Safeguarding Trustee and their deputies.

No personal information should be stored on laptops. In addition to the information that is recorded in the safeguarding reporting form there may be additional records, such as emails, or notes from a discussion and action points which form part of the whole investigation. These should be stored on the Arts Emergency database (Salesforce) with restricted access to the two or three named people for the duration of the safeguarding investigation.

Summary content will be logged on the safeguarding reporting form as additional information, but at the end of the investigation, the Designated Safeguarding Officer will be responsible for creating a report on the Arts Emergency Database (Salesforce) a secure online platform, linking to the safeguarding reporting form of all the information, emails, case notes, discussions, including any hard documents which will be scanned. This means that all information will be stored electronically, password protected and limited to a maximum of three named personnel within Arts Emergency. All the original hard copies should be destroyed after scanning, via confidential waste shredding.

5.3 Retention rules concerning safeguarding concerns or allegations

The general rule where concerns have been raised about an adult's behaviour towards children or young people is that records should be kept in their personnel file for 10 years or until they reach the age of 65 years whichever is the longer (IRMS 2016; Department for Education 2018). This applies to all paid staff and volunteers. In terms of safeguarding concerns about a child or young adult these records should be kept for 10 years and then they can be destroyed. Any referrals to statutory services will be kept by them for longer anyway should there be a need to retrieve them for the purpose of a serious case review.

Retention Records in relation to a safeguarding concern or allegation concerning any member of staff, volunteer, mentor and anyone working with or on behalf of Arts Emergency should be recorded on the safeguarding reporting form found in Appendix 6.

The Designated Safeguarding Officer will be responsible for adding decisions on the Salesforce Report and closing the case once resolved.

Appendices

Appendix 1: Types of child abuse and neglect

Physical abuse is a form of abuse which 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. Giving children and young people alcohol or inappropriate drugs would also constitute child abuse. In a sports situation, physical abuse may occur when the nature and intensity of the training disregard the capacity of a young child's immature and growing body which could cause injuries.

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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse and Child Sexual exploitation involve 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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. In some activities such as physical sports these can create opportunities where the contact leads to sexual abuse and could go unnoticed.

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.

Bullying has no legal definition but it is usually understood as repeated physically or/and emotionally hurtful behaviour. It can take many forms, including:

- Physical bullying; it involves hitting, kicking and other types of physical harm including destruction of one's possessions
- Verbal bullying; it encompasses name-calling, teasing, intimidating and spreading hurtful rumours
- Cyber-bullying; it involves sending harassing, threatening and humiliating text messages, emails, posts, blogs, etc. as well as spreading hurtful rumours via the Internet and calling on the phone at inappropriate hours. The consequences of bullying can cause serious emotional distress which often leads to anxiety, fear, low self-esteem, feelings of worthlessness and depression. Children who are bullied are often also afraid to go to school and make up health problems to stay at home. Many, however, develop actual health problems due to the stress such as frequent headaches and stomach aches, and decline in school performance.

Online abuse – Children and young people can be at risk of online abuse from people they know as well as from strangers and online abuse may be part of abuse that is taking place in the real world e.g. bullying. The distress that a child/young person may feel through this type of abuse can be long lasting as they can feel there is no escape from online abuse, as it invades their safe space e.g. bedrooms and abusers can contact them at any time of day or night. Social media can be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

Further information and guidance can be found through NSPCC, CEOP, Internet Watch Foundation and the UK Safer Internet Centre.

Female genital mutilation (FGM) It is also known as 'female genital cutting' or 'female circumcision'. FGM has significant physical and mental health consequences as a result of this. It is a practice which should not be excused, condoned or accepted. FGM is an extremely harmful practice that violates basic human rights and girls are at particular risk of FGM during the school holidays. This is the time when families may be taking their child/young person abroad for the procedure and the girl may not be aware that this is the reason they are going.

Domestic violence – Children and young people who live in families where they are exposed to domestic violence or abuse have been shown to be at risk of emotional, physical,

behavioural and long-term developmental problems. Any pattern of incidents such as controlling behaviour which is a range of acts designed to make a young person subordinate or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain. This behaviour can deprive them of independence, resistance, escape and regulates their everyday behaviour. Coercive behaviour is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse which is used to frighten, harm or punish their victim.

Forced marriage – This is where a marriage is conducted without the full consent of both parties and where duress is a factor. In the case of some adults with learning disabilities or mental incapacity they may not be able to consent to the marriage. It can happen in secret and may be planned by parents, family or religious leaders, it can also involve a range of abuse including coercion. This is completely different from an arranged or assisted marriage where the families take a role in choosing and introducing the marriage partners, but the marriage is entered into freely by both people without pressure.

Child trafficking – Child trafficking is a form of abuse where children are recruited, moved or transported and then exploited e.g. for the purpose of sexual exploitation or domestic servitude. They are often subject to multiple forms of abuse. Children may be trafficked into the UK from abroad, but they can also be trafficked from one part of the UK to another.

Child criminal exploitation – This is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 years into any criminal activity. The victim may have been criminally exploited, even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can also occur through the use of technology. (Home Office definition).

County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The ‘County Line’ is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result of this trend. (National Crime Agency definition).

Self-harm – Whilst this is not a form of child abuse, self-harm should be taken seriously and reported to Arts Emergency like any other form of abuse. Self-harm is when a young person intentionally damages or injures their body and is usually a way of coping with or expressing overwhelming emotional distress. Often, the physical pain of self-harm may feel easier to deal with than the emotional pain that is behind this. It can also enable a young person to feel that they are in control of at least one part of their lives. Children and young people often try to keep self-harm a secret because of shame or fear of discovery.

Appendix 2: Grooming behaviour

Grooming is when a person builds an emotional connection with a child/young person with the intention of sexual abuse, sexual exploitation or trafficking. It involves making a child/young person feel comfortable through a variety of different methods thus developing trust, before initiating physical contact and abusing that trust. An offender is likely to look to groom the adults as well as the child/young person to gain that trust. This process can happen within a family, an organisation or online. They could be groomed by someone they know or a stranger and groomers can be any age or gender. A person who sexually abuses children/young people are very skilled at gaining the confidence of a child/young person or parent and look for opportunities where they can have unsupervised access to that child/young person.

Some of the signs that an individual may be grooming a child or young person are listed:

- Inappropriately dressed about the child/young person
- Gives special attention to a particular child/young person
- Isolating a child/young person from other people
- Touching, hugging, tickling, wrestling with a child/young person
- Giving gifts e.g. cigarettes, alcohol or drugs or money with no explanation or reason
- Creating opportunities to be alone with a child/young person where no other adults are around e.g. offering to give a child a lift or special trip
- Discussing their own sexual experiences and encouraging a child/young person to share their feelings or sexual experiences
- Sharing and viewing abusive images of children/young people
- Not adhering or respecting the code of conduct or behaviours of good practice in Arts Emergency, especially where there are different points of contact between adults and children/young people

Appendix 3: Signs and indicators of abuse and neglect

Some of these characteristics listed in this may be indicators of abuse or neglect and there may be more than one sign or indicator. It is not always easy to recognise a situation where abuse may occur or has already taken place.

Some of the following signs might be indicators of abuse or neglect:

- Children/young people whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children/young people with clothes which are ill-fitting and/or dirty or with consistently poor hygiene;
- Children/young people who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children/young people who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason, or disability;
- Children/young people who are regularly missing from school or education or who are reluctant to go home after school or an activity at Arts Emergency;
- Parents who are dismissive and non-responsive to professionals' concerns;
- Parents who collect their children/young person from activities when inebriated, or under the influence of drugs;
- Children/young people who drink alcohol regularly from an early age;
- Children/ young people who are concerned for younger siblings without explaining why;
- Children/young people who talk about running away or have run away before;
- Children/young people who shy away from being touched or flinch at sudden movements

Appendix 4 Safeguarding Reporting form, found on Arts Emergency website

- Form URL: www.arts-emergency.org/safeguarding

Appendix 5: Legal Framework

Arts Emergency Children's Safeguarding Policy and Procedures are underpinned by specific legislation in England and Wales, including guidance which seeks to protect children and young people namely:

- The Children Act 1989 and 2004
- UN Convention on the Rights of the Child 1991
- Sexual Offences Act 2003
- Mental Capacity Act 2005
- Practice Guidance: Safeguarding Disabled Children 2009
- The Female Genital Mutilation Act 2003 (as amended by sections 70-75 of the Serious Crime Act 2015) Protection of Freedoms Act 2012
- Children and Families Act 2014
- SEND code of practice: 0-25 years 2014
- The Social Services and Well-Being (Wales) Act 2014
- Care Act 2014
- Well-Being of Future Generations (Wales) Act 2015
- Serious Crime Act 2015
- A Guide for Safeguarding Children and Adults at Risk in General Practice (NHS Wales) 2016
- Children and Social Work Act 2017
- HM Government (2018) Working Together to Safeguard Children
- Charity Commission Guidance: The Essential Trustee 2018
- HM Government (2018) Information sharing: Advice for practitioners providing safeguarding services to children, and young people, parents and carers: HM Government 2018
- Multi-agency statutory guidance on female genital mutilation: HM Government 2018
- The Data Protection Act 2018 The General Data Protection Regulation (EU) 2016/679
- Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk .