SAFEGUARDING & CHILD PROTECTION POLICY, GUIDELINES AND PROCEDURES

This Policy has been approved by:
KIT Theatre's Advisory Board

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1. Safeguarding Policy

KIT Theatre is committed to promoting the welfare, safety, equality and inclusion of every child with whom we work. We recognise that some children may experience additional barriers to accessing our work and will seek to respond to identified needs and make appropriate adaptations.

KIT Theatre recognises that safeguarding is closely connected to equality, inclusion and anti-racist and anti-oppressive practice. Racism, discrimination, prejudice and other forms of oppressive practice can contribute to harm and create barriers to children being heard, supported and protected. KIT Theatre is therefore committed to recognising and challenging discrimination and ensuring that children's individual identities, experiences, rights and needs are respected.

KIT Theatre delivers work in a range of settings, including schools, cultural and community venues, through partnerships with cultural and community organisations, and through digital activity. All staff, freelancers and volunteers must follow KIT Theatre's safeguarding procedures and the relevant safeguarding arrangements of the school, setting, venue or partner organisation in which they are working. Where work is delivered digitally, staff must follow KIT Theatre's procedures for online safeguarding and digital activity. KIT Theatre recognises its responsibility to ensure that staff have the information, guidance and training they need to respond appropriately to safeguarding concerns in all delivery contexts.

Every child has the right to be protected from abuse, neglect, exploitation and harm. Safeguarding is everyone's responsibility. Staff are not expected to investigate concerns or determine whether abuse has taken place; they are responsible for recognising concerns, reporting them promptly and following the appropriate safeguarding procedures.

All staff, freelancers and volunteers must also raise concerns about poor practice or behaviour that falls below expected professional standards.

1.1 Policy Statement

KIT Theatre is committed to:

- Putting the welfare and best interests of children at the centre of its work.
- Recognising that safeguarding is everyone's responsibility and that everyone who works with children has a role in identifying concerns, sharing relevant information and taking prompt action.
- Treating all children fairly and without discrimination, in accordance with the Equality Act 2010, and promoting inclusive practice.
- Embedding anti-racist and anti-oppressive practice within safeguarding, recognising and challenging racism, discrimination, prejudice and other forms of oppression that may affect children's safety, wellbeing, participation or access to support.
- Taking all reasonable steps to protect children from abuse, neglect, exploitation, harm and degrading treatment, and to respect their rights, wishes and feelings.

- Taking all suspicions, allegations and concerns about poor practice or abuse seriously and responding to them promptly and appropriately.
- Ensuring that employees, freelancers and volunteers working with children are recruited safely, vetted in accordance with legal requirements and provided with appropriate safeguarding guidance and training.
- Working in partnership with schools, cultural and community organisations, venues, parents and carers, and relevant safeguarding professionals to promote children's safety and welfare.
- Sharing information appropriately and promptly where necessary to safeguard children, recognising that data protection requirements must not prevent necessary safeguarding information from being shared.
- Ensuring that safeguarding and child protection procedures are implemented, monitored and reviewed regularly.
- Reviewing this policy at least annually and updating it as necessary to reflect changes in legislation, statutory guidance and good safeguarding practice.

Any safeguarding concern must be reported in accordance with KIT Theatre's safeguarding procedures without delay. The Designated Safeguarding Officer is **Tom Bowtell**. Staff should speak to him if they have a safeguarding concern or require advice about applying this policy.

1.2 Definitions

A child is anyone under the age of 18.

Safeguarding children means protecting children from harm and promoting their welfare. This includes:

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

Child Protection refers to the specific activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm as a result of abuse or neglect.

1.3 Key safeguarding contacts

KIT Safeguarding Contacts

- Safeguarding Officer:

Tom Bowtell (Artistic Director) 07932 327 536 Tom@kittheatre.org

- Board Safeguarding Officer:

Callum Lee (Non-Executive director and Board Chair) 07970 525 407 callumlee@gmail.com

Immediate danger

- Police / emergency services — **999**

Children's social care

- Thurrock — MASH: 01375 652 802; out of hours 01375 372 468; thurrockmash@thurrock.gov.uk
- Brent — Family Front Door: 020 8937 4300; out of hours 020 8863 5250; family.frontdoor@brent.gov.uk
- Harlow/Essex — Children and Families Hub: 0345 603 7627.
- North Yorkshire — Children's Social Care: 0300 131 2 131; social.care@northyorks.gov.uk.

Allegations about someone working with children

- Thurrock LADO — 01375 652 921 / 652 733; lado@thurrock.gov.uk
- Brent LADO — Telephone: 020 8937 4300 – Option 1
- Essex LADO — 03330 139 797; lado@essex.gov.uk
- North Yorkshire Duty LADO — 01609 533 080

Independent advice and support

- NSPCC Helpline — **0808 800 5000**
- Childline — **0800 1111**

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2. Promoting Good Practice

2.1 Good Practice

All KIT Theatre employees, freelancers and volunteers should:

- Put the welfare and best interests of children first.
- Treat children with respect and dignity and respond appropriately to their individual needs.
- Maintain appropriate professional boundaries and communicate with children in an open, age-appropriate manner. .
- Avoid unnecessary physical contact. See Appendix B – Safe Touch Guidelines.
- Create fun, inclusive and positive experiences and challenge bullying or discriminatory behaviour.
- Act as positive role models and use appropriate language, behaviour and dress.
- Give encouraging feedback.
- Keep personal lives separate from professional relationships with children, including not sharing personal contact details or personal social media accounts.
- Use only KIT Theatre or school-approved communication channels when communicating with children and young people.
- Report safeguarding concerns, allegations and concerns about poor practice promptly to the appropriate school DSL and to KIT Theatre's DSL, in accordance with Section 4 – Responding to Safeguarding Concerns.

- Follow KIT Theatre's procedures for photography, filming, digital communication and data protection. See Appendix C and Appendix D.

2.2 Anti-Racist and Anti-Oppressive Practice

KIT Theatre is committed to creating safe, inclusive environments in which all children can participate and feel respected and valued.

All employees, freelancers and volunteers should:

- Respect children's different identities, cultures, backgrounds, experiences and needs.
- Use inclusive, respectful and age-appropriate language and behaviour.
- Challenge racist, discriminatory, stereotypical, bullying or oppressive behaviour where it is safe and appropriate to do so.
- Take concerns or disclosures about racism, discrimination, bullying or oppressive behaviour seriously and report them in accordance with Section 4.
- Be alert to exclusion, stereotyping or unequal treatment and consider how activities, language and practice may disadvantage particular children or groups.
- Make reasonable adjustments and work with schools, settings and families to support equitable participation.
- Raise concerns about the behaviour of any adult where it is racist, discriminatory, oppressive or otherwise inconsistent with KIT Theatre's safeguarding responsibilities.

2.3 Poor or At-Risk Practice

The following behaviours are not acceptable for KIT Theatre employees, freelancers or volunteers:

- Working alone with a child wherever reasonably possible. Where one-to-one contact is necessary, keep it open and observable.
- Undertaking personal care or other personal activities for a child. Care needs should be managed by setting staff, parents or carers.
- Making sexually suggestive, racist, discriminatory, degrading or otherwise inappropriate comments.
- Ignoring, dismissing or failing to record or report a concern or disclosure.
- Ignoring or failing to challenge inappropriate, racist, discriminatory, bullying or oppressive behaviour where it is safe and appropriate to do so.
- Engaging in rough, physical or sexually provocative games or inappropriate or intrusive touching. See Appendix B – Safe Touch Guidelines.
- Using personal social media, messaging services, email accounts or telephone numbers to communicate privately with children.
- Inviting children to your home or private locations, or developing personal relationships outside the professional context.
- Giving or receiving personal gifts, money or other items from children, except where this forms part of an agreed KIT Theatre activity.

- Taking, storing, sharing or publishing images of children other than in accordance with Appendix C – Photography, Filming and Images and KIT Theatre's data protection procedures.
- Administering medication unless specifically agreed as part of the activity's medical arrangements and the staff member is appropriately trained and authorised to do so.
- Failing to follow the safeguarding or other agreed procedures of KIT Theatre, the school or setting.

Any poor practice or concern about the behaviour of another adult should be reported in accordance with Section 4.

2.4 Digital Communication

KIT Theatre delivers some projects digitally through schools and may communicate directly with families, parents and carers for activities including holiday programmes and events at venues.

The same safeguarding and professional standards apply to digital work as to face-to-face work.

All staff, freelancers and volunteers must:

- Use only KIT Theatre or school-approved accounts, platforms and communication channels.
- Maintain appropriate professional boundaries in all digital communication.
- Never use personal accounts or social media to communicate privately with children.
- Where working through a school, follow the school's agreed digital and safeguarding arrangements.
- When communicating directly with families, use approved KIT Theatre communication channels and company phones.
- Never promise confidentiality where a child discloses a safeguarding concern.
- Report and record digital safeguarding concerns in accordance with Section 4 and Appendix D.
- Handle personal information in accordance with the UK GDPR, Data Protection Act 2018 and KIT Theatre's data protection procedures.
- Keep personal information, images and other sensitive information secure and report any loss, unauthorised access or inappropriate disclosure.

See Appendix D – Digital Working and Communication with Children and Young People for detailed guidance.

2.5 Photography and Filming

Photography and filming must be undertaken in accordance with KIT Theatre's consent, safeguarding and data protection procedures.

- Appropriate permissions must be confirmed before identifiable images of children are taken for KIT Theatre's use.
- Images must only be used for the purposes for which permission has been given.

- Staff and freelancers must not use personal devices to take, store or share images of children unless specifically authorised (e.g a booked professional photographer).
- Images must be stored securely and only accessed by authorised individuals.
- Photography and filming must respect children's privacy, dignity and safety.

See Appendix C – Photography, Filming and Images for detailed guidance

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3. Recognising Abuse

3.1 Types of abuse and safeguarding concerns

KIT recognises that safeguarding concerns can arise in many ways and that children and young people may experience more than one form of abuse or harm. The types and indicators below provide examples only; they are not an exhaustive list, and staff do not need to identify a particular type of abuse before taking action.

If something causes you concern about a child or young person's safety or wellbeing, you must report it promptly. You do not need to be certain that abuse or harm is taking place. You must not investigate the concern yourself.

KIT recognises the following types of abuse and safeguarding concerns. For further information, see NSPCC: Types of child abuse.

Physical abuse

Deliberately causing physical harm to a child, including hitting, shaking, burning, scalding or otherwise causing injury. **Possible indicators include:** unexplained or inconsistent injuries; repeated injuries; fear of a particular adult or going home; or sudden changes in behaviour.

Sexual abuse

Involving or encouraging a child in sexual activity, whether or not they understand what is happening. This can involve physical contact or non-contact and can occur online or offline. **Possible indicators include:** age-inappropriate sexualised behaviour or knowledge; distress around particular people or situations; sexual images or messages; or unexplained physical or behavioural changes.

Emotional abuse

Persistent emotional maltreatment that negatively affects a child's emotional development, including humiliation, threats, rejection, intimidation or isolation.

Possible indicators include: low self-esteem; withdrawal or anxiety; significant changes in behaviour; social isolation; or fear of particular adults or situations.

Neglect

The persistent failure to meet a child's basic physical or psychological needs, including appropriate food, clothing, hygiene, supervision, medical care or emotional support.

Possible indicators include: persistent lack of care or supervision; untreated medical needs; frequent hunger; persistent tiredness; or concerns about a child's development or wellbeing.

Poverty should not, on its own, be taken as an indicator of neglect. Concerns should be considered in the context of the child's circumstances.

Bullying and cyberbullying

Behaviour intended to hurt, intimidate or humiliate another child or young person, including physical, verbal, emotional or social behaviour. Cyberbullying takes place through digital devices, social media, messaging, gaming or other online spaces.

Possible indicators include: withdrawal or distress; reluctance to attend school or activities; changes in friendships; unexplained injuries or damage to belongings; or distress following online activity.

Child-on-child abuse

Harm caused by one child or young person to another. This can include bullying, physical abuse, sexual harassment or violence, sharing or requesting intimate images, coercive or controlling behaviour and other harmful behaviour, online or offline.

Possible indicators include: fear of particular children or groups; changes in friendships or behaviour; unexplained injuries; inappropriate sexualised behaviour; or concerns about sexual images, messages or online activity.

Child sexual exploitation and child criminal exploitation

Children can be manipulated, coerced or deceived into sexual or criminal activity by adults or other children. Exploitation can occur online, offline or both.

Possible indicators include: unexplained money or possessions; unexplained relationships with older people; missing episodes; being taken to unfamiliar places; carrying items for others; or appearing controlled, threatened or coerced.

Grooming

Building a relationship, trust or emotional connection with a child in order to manipulate, exploit or abuse them. Grooming can occur online or offline and may be carried out by adults or other young people.

Possible indicators include: unexplained relationships; gifts or money; secrecy; isolation from family or friends; being encouraged to keep secrets; or increased secretive online activity.

Online harms and artificial intelligence (AI)

Children may experience harm through social media, gaming, messaging and other online environments, including grooming, exploitation, cyberbullying, harmful content, coercion, image-based abuse and manipulation.

AI-related risks may include manipulated or AI-generated images, videos or audio, impersonation, misinformation and harmful or sexualised content involving children.

Possible indicators include: secrecy or distress about online activity; contact with unknown adults or older young people; requests for images or personal information; threats or blackmail; or changes in behaviour following online interactions.

Radicalisation and extremism

Children and young people may be vulnerable to radicalisation through direct contact, online content, social media, gaming or wider social networks. This may include exposure to extremist ideologies, hateful or misogynistic content, or attempts by others to influence, manipulate or recruit them towards extremist or terrorist activity.

Possible indicators include: significant changes in behaviour, interests or friendships; increasingly rigid or intolerant views; use or sharing of extremist or hateful material; support for violence or harm; or attempts by others to influence, manipulate or recruit the child.

FGM and 'honour'-based abuse

FGM involves procedures that intentionally alter or injure female genital organs for non-medical reasons and is illegal in the UK.

'Honour'-based abuse can include FGM, forced marriage and other forms of violence, abuse or coercion carried out to protect or defend perceived family or community 'honour'.

Possible indicators include: fear of returning home or travelling abroad; discussion of a planned or forced marriage; pressure or threats from family or community members; unexplained absence or travel; or disclosure of a risk of FGM, forced marriage or other abuse.

Child trafficking and modern slavery

Children may be recruited, moved, transported or controlled for the purpose of exploitation, including criminal or sexual exploitation or forced labour.

Possible indicators include: frequent unexplained changes of address or school; being accompanied by unfamiliar adults; appearing controlled or unable to speak freely; unexplained possessions or money; missing episodes; or inappropriate work or activities.

Contextual safeguarding and extra-familial harm

Children can experience harm outside their family or home, including in friendship groups, schools, online spaces, public places and wider communities.

This may include exploitation, serious violence, trafficking, child-on-child abuse, sexual harassment and violence, radicalisation and online harm. Contextual safeguarding considers the wider environments and relationships that may contribute to a child's vulnerability or risk.

Possible indicators include: fear of particular places, groups or individuals; changes in friendship groups; avoiding particular locations or activities; concerning online relationships; or reports of harm occurring outside the home.

4. Staff response to safeguarding concerns

Staff, freelancers, volunteers and practitioners working for KIT Theatre are not expected to identify, diagnose or investigate abuse. Their responsibility is to recognise concerns, respond appropriately, record what they have observed or been told, and report concerns promptly through the appropriate safeguarding procedures.

4.1 Listen > Record > Report

If you are concerned about the safety or wellbeing of a child or young person:

- **Listen** – remain calm, listen carefully and take the child seriously.
- **Do not investigate** – do not investigate or ask leading questions. Only ask open, clarifying questions where necessary to understand what the child is communicating.
- **Do not promise confidentiality** – explain that you may need to share information with people who can help keep them safe.
- **Reassure** – if a child discloses something, reassure them that they have done the right thing by telling you and that they are not to blame.
- **Record** – make a clear, factual record as soon as possible. Use the child's own words where possible and distinguish between what you observed, what you were told and your own concerns.
- **Report** – report the concern promptly to the appropriate safeguarding lead, following both KIT's procedures and, where applicable, the setting's safeguarding procedures.
- **Escalate** – if you believe the concern has not been appropriately addressed, raise it with KIT's Safeguarding Officer and follow KIT's escalation or whistleblowing procedures.
- **Emergency** – if a child is in immediate danger, call **999** without delay.

4.2 Working in schools and other settings

When working in a school, alternative provision, early years setting, specialist setting or other statutory organisation or venue, **KIT practitioners must initially follow that school/setting's safeguarding policy and procedures; whilst also following KIT's safeguarding procedures.**

At the start of a project or placement, practitioners should know:

Who the school/setting's Designated Safeguarding Lead (DSL) and deputy are and how to report a safeguarding concern within the **school/setting.**

How to contact KIT's Designated Safeguarding Lead (DSL), and, where relevant, how to report concerns outside normal working hours.

4.3 Recording safeguarding concerns

Records should be made as soon as reasonably possible following a disclosure, allegation, incident or other safeguarding concern.

Records should be:

- factual, clear and objective;
- dated and attributed to the person making the record;
- based on the child's own words where possible;
- clear about what was observed and what was reported;
- stored securely and shared only with those who need the information to safeguard the child.

Where relevant, records should include:

- the child's name and, where known, age/date of birth;
- date, time and location;
- what was seen, heard or reported;
- the child's own words or account;
- relevant people involved or present;
- any injuries or other relevant observations;
- who the concern was reported to and when; and
- any action taken or advice received.

Do not add diagnosis, interpretation or speculation.

4.4 Concerns or allegations about adults

Any concern or allegation that an adult working with children may have:

- harmed, or may have harmed, a child;
- committed, or may have committed, a criminal offence against or related to a child; or
- behaved towards a child in a way that indicates they may pose a risk of harm,

must be reported immediately through the appropriate safeguarding procedures.

This applies to KIT staff, freelancers, volunteers and practitioners, as well as adults working in schools and other settings.

Allegations against KIT Theatre staff

Any concern or allegation about the behaviour of a KIT staff member, freelancer, volunteer or practitioner towards a child must be reported immediately to KIT's Safeguarding Officer.

Staff should report concerns even where they are uncertain about the significance of what they have observed. Do not investigate the concern yourself.

Where a concern relates to the Safeguarding Officer, it must be reported to the Chair of the Advisory Board.

The Safeguarding Officer, or appropriate alternative senior person, will ensure the concern is recorded, seek appropriate advice and determine the action required. This may include referral to the Local Authority Designated Officer (LADO), children's social care or the police, and consideration of appropriate measures to protect children while the matter is addressed.

Any employment or disciplinary action will be managed in accordance with KIT's relevant procedures and with appropriate professional advice.

Allegations against staff in schools or other settings

Concerns about an adult working in a school or other setting should be reported in accordance with that setting's safeguarding and allegations procedures and, where appropriate, to the relevant LADO for that local authority.

KIT practitioners should follow the setting's procedures alongside KIT's own safeguarding procedures and should not assume that responsibility for the concern has transferred to the setting.

4.5 Escalation and whistleblowing

A practitioner should not assume that their responsibility has ended simply because they have reported a concern to another professional.

If a concern has not been appropriately addressed, or a child remains at risk, practitioners must escalate the concern through KIT's safeguarding procedures and, where appropriate, to the relevant local authority safeguarding service or police.

If a practitioner is concerned that safeguarding arrangements at KIT are not being followed, or that a safeguarding concern has not been appropriately addressed, they must raise this with the Safeguarding Officer or Chair of the Advisory Board and follow KIT's escalation or whistleblowing procedures.

Practitioners can also seek confidential advice from the NSPCC Whistleblowing Advice Line if they are concerned about safeguarding practice within an organisation.

You must report concerns; you must not investigate them yourself.

4.8 Emergency

If a child is in immediate danger, or a crime is in progress, call **999** without delay. Do not delay emergency action while waiting to contact a safeguarding lead.

4.9 Further advice

The **NSPCC Helpline** can provide advice to adults who are concerned about a child on **0808 800 5000**, Monday to Friday, 10am–4pm.

The NSPCC Helpline does not replace contacting the police or children's social care where a child is at immediate risk.

4.10 Relevant guidance

This policy should be read alongside:

- **Working Together to Safeguard Children 2026**;
- **Keeping Children Safe in Education 2026**, where KIT is working in an education setting

5. Safe Recruitment

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff, freelancers and volunteers.

5.1 Recruitment process

KIT Theatre requires:

- At least one appropriate reference, including one relating to previous work with children to be obtained.
- All staff, freelancers and volunteers to receive an appropriate induction during which:
    - their role, responsibilities and expectations are clarified in their contract, Letter of Agreement or role description;
    - KIT's safeguarding procedures and professional boundaries are explained; and
    - Safeguarding training needs are identified.

5.2 DBS Checks

KIT Theatre requires all staff, freelancers and volunteers who work directly with children to hold an **Enhanced DBS check for the Child Workforce**, in accordance with current DBS eligibility requirements.

KIT's safer recruitment and DBS procedures are reviewed and updated to reflect current legislation and government guidance, including the changes to regulated activity with children which came into effect on 1 September 2026.

Where an individual is registered with the DBS Update Service, KIT may use this to check the status of their existing certificate where appropriate.

DBS checks are one part of KIT's safer recruitment process and are considered alongside references, experience, qualifications and other relevant information when assessing an individual's suitability to work with children.

KIT will maintain appropriate records confirming that required DBS checks have been completed. DBS information will be handled securely and confidentially in accordance with KIT's data protection procedures.

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6. Safeguarding Training and Briefings

KIT Theatre ensures that all staff and practitioners working with children and young people have appropriate and up-to-date safeguarding knowledge.

6.1 Freelancers and Visiting Practitioners

Before working with children, KIT checks that freelancers have recent, appropriate safeguarding and child protection training and are provided with KIT's Safeguarding and Child Protection Policy.

KIT will identify Safeguarding Training needs in its freelance network and support to ensure everyone working for KIT has up to date safeguarding and child protection training before undertaking any work with children and young people.

Each production or activity also has a KIT safeguarding briefing covering the relevant school or venue, safeguarding arrangements, key contacts and any specific risks or support needs. Practitioners must also follow the safeguarding procedures of the school or setting where they are working, including reporting to the DSL/DDSL as appropriate.

6.2 KIT Core Team

Core team members working with children undertake formal safeguarding training at least every two years, with annual updates and additional briefings where guidance or KIT's practice changes.

6.3 Designated Safeguarding Lead

KIT's **Designated Safeguarding Lead (DSL)** undertakes appropriate advanced safeguarding training and regular updates to maintain the knowledge and skills required for the role.

Appendix A – Incident Report Form

To be completed and sent to KIT's Safeguarding Officer

Completed by: **Contact number:**
Date:

Description of incident, please include (as much as you know):

- Child's name, age and date of birth (if known).
- The nature of your concern, including dates, times and any other relevant information.
- Relevant information about the circumstances of your concerns – what you see, hear or suspect to be happening about an individual child and young person; allegations of abuse; injuries or bruising.
- The child's account, if it can be given, of what has happened.

I confirm that the above information is correct to my best knowledge. I know not to pass on any information disclosed above but may be requested to recount the events in a court of law.

....

(Signed on behalf of witness) **(Signed on behalf of KIT Theatre)**

Appendix B – Safe Touch Guidelines

KIT Theatre recognises that, when appropriate and necessary, physical contact can form part of supportive interactions with children and young people. Physical contact must always be appropriate, proportionate, respectful and consistent with professional boundaries.

Staff and volunteers should consider the child's age, needs, communication, sensory profile, culture and preferences.

Physical contact should only be used where it is:

- necessary to encourage or assist;
- necessary to provide agreed physical support;
- necessary to prevent imminent injury; or
- necessary to prevent serious damage to property.

Where possible, staff should explain what they are doing and seek the child's agreement. Where this is not possible, the minimum necessary contact should be used.

Staff should not:

- encourage children to sit on their laps;
- encourage prolonged physical contact such as hugging or hand-holding;
- initiate unnecessary physical contact; or
- use physical contact as discipline, restraint or control.

Brief, appropriate contact such as a high five may be appropriate where welcomed by the child.

Staff should be mindful that physical contact may be particularly sensitive for children who have experienced abuse, children with sensory needs and children whose cultural or family background has different expectations around touch.

Some children may seek affection indiscriminately from unfamiliar adults. Staff should maintain professional boundaries and redirect this sensitively where appropriate.

Any concerning, unexpected or inappropriate physical contact should be reported to the appropriate school staff member and to KIT Theatre's DSL where appropriate.

Appendix C – Photography, Filming and Images

KIT Theatre may take photographs and video as part of its activities, evaluation, publicity and communications. All photography and filming must protect children's privacy, dignity and safety and comply with the UK GDPR, Data Protection Act 2018 and KIT Theatre's data protection procedures.

C.1 Consent and Permissions

- Appropriate consent or permission must be confirmed before identifiable photographs or video are taken for KIT Theatre's use.
- For school activities, KIT Theatre will establish what photographic consent arrangements are in place and whether these cover the intended use.

- Where school arrangements do not provide the required permissions, KIT Theatre's own consent process must be used.
- For activities outside school, including holiday activities at venues, KIT Theatre will use its own consent process where required.
- Consent should identify the intended uses, such as websites, social media, printed materials or publicity.
- Images must only be used for the purposes for which permission has been given.
- Children should be informed when photography or filming is taking place and their views should be respected.

C.2 Taking and Using Images

- Photography and filming must be carried out by authorised KIT Theatre staff, freelancers or professional photographers/filmmakers.
- Photographers and filmmakers must comply with this safeguarding policy and KIT Theatre's procedures.
- Photographers and filmmakers should not work alone with children.
- Personal devices must not be used to take, store or share children's images unless specifically authorised.
- Images must be appropriate and must not compromise a child's dignity, privacy or safety.
- Images must not be shared through personal social media, messaging services or other unauthorised channels.
- Photographers will be briefed not to photograph any child or young person for whom the required consent has not been obtained. Where agreed with the school, venue or parent/carer, children who must not be photographed will be identified using an agreed sticker or other clear identifier.

C.3 Storage and Retention

- Images must be stored securely using KIT Theatre-approved systems.
- Access must be limited to authorised individuals.
- Images must not be stored on personal devices or personal cloud storage unless specifically authorised.
- Where images are temporarily downloaded for editing, they must be deleted when the work is complete.
- Images must only be retained for as long as necessary and in accordance with KIT Theatre's retention arrangements.
- Images must be securely deleted when no longer required.
- Any concern about the taking, use, storage or sharing of an image must be reported in accordance with **Section 4 – Responding to Safeguarding Concerns**.

Appendix D – Digital Working and Communication with Children, Young People and Families

The same safeguarding and professional standards apply to digital activity as to face-to-face work.

All digital activity must comply with the UK GDPR, Data Protection Act 2018 and KIT Theatre's data protection procedures.

D.1 Digital Projects Through Schools

Where KIT Theatre delivers digital projects through schools:

- Communication with children should take place through the KIT's and the school's agreed systems and platforms.
- The school's safeguarding arrangements should remain in place and teachers or other appropriate staff should be involved as agreed.
- KIT staff must not establish private communication channels with individual children.
- Staff must use KIT Theatre or school-approved accounts and platforms.
- Any safeguarding concern must be reported in accordance with Section 4.

D.2 Communication with Parents and Carers

For activities delivered outside school, including holiday activities at venues:

- Communication with parents/carers should use approved KIT Theatre email accounts, telephone numbers or platforms.
- Staff should use clear, professional language and maintain appropriate boundaries.
- Personal social media and messaging accounts must not be used for KIT Theatre communications.
- Personal information should only be collected, accessed, stored and shared where necessary and appropriately authorised.

D.3 Telephone and Email Communication

- Company phones should be used where telephone communication with children, young people or families is required.
- Staff must not use personal mobile numbers to communicate directly with children.
- Company devices must be appropriately secured.
- In-character communication to children should take place with an appropriate adult present or through an agreed school or family arrangement.
- Staff must use KIT Theatre or school-approved email accounts and platforms.
- Staff should not have private conversations or communications with children.
- Where appropriate, another member of staff should be copied into communications.

D.4 Receiving a Disclosure Digitally

If a child or young person makes a disclosure by email, telephone, online platform or other digital means, staff should:

- take the concern seriously;
- not investigate it themselves;
- not promise confidentiality;
- report it immediately to KIT Theatre's DSL;
- where relevant, report it to the school's DSL;
- make a factual record, using the child's own words where possible; and
- follow **Section 4 – Responding to Safeguarding Concerns**.

If there is an immediate risk of harm, the DSL should take immediate action and contact the appropriate emergency or safeguarding service. Where there is an immediate threat to life or serious risk of harm, call **999**.

D.5 Working Remotely and Children's Information

When working remotely:

- Staff must use their own authorised KIT Theatre accounts and must not share passwords or log-ins.
- Children's information and images must only be accessed through approved systems.
- Personal information and images should not be stored on personal devices unless authorised and necessary.
- Temporary downloads for editing must be deleted when the work is complete.
- Information must not be stored in personal email accounts or personal cloud storage.
- Devices must be locked when unattended.
- Staff must take reasonable steps to prevent confidential information being seen or accessed by others.
- Loss, accidental disclosure or unauthorised access must be reported in accordance with KIT Theatre's data protection procedures.

Appendix E – Legislation and Guidance

Children Act 1989
https://www.legislation.gov.uk/ukpga/1989/41/contents

Children Act 2004
https://www.legislation.gov.uk/ukpga/2004/31/contents

Equality Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/contents

Data Protection Act 2018
https://www.legislation.gov.uk/ukpga/2018/12/contents

UK GDPR – Information Commissioner's Office
https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/

Keeping Children Safe in Education (KCSIE) 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2026
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Out-of-School Settings
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Prevent Duty Guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

Appendix F: Safeguarding Acronyms

Acronym	Meaning
ACEs	Adverse Childhood Experiences
ALN	Additional Learning Needs
CAMHS	Child and Adolescent Mental Health Services
CIN	Child in Need
CP	Child Protection
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub
MARAC	Multi-Agency Risk Assessment Conference
NSPCC	National Society for the Prevention of Cruelty to Children
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
TAC	Team Around the Child