



KRCA CIC Guide to Chaperoning 2025

Thank you!

Thank you for chaperoning at KRCA CIC - you are playing an essential role in creating opportunities for young people to flourish, both in the arts and as individuals. Your role is primarily to ensure the health and wellbeing of children in KRCA. Here are the responsibilities listed by Cornwall Council:

- A chaperone's first priority is always to the child
- A chaperone is the key person who the child looks to for guidance, protection, clarification and support
- A chaperone's duty is to look after the child therefore they cannot be involved in other activities such as dresser, make-up or actor
- A chaperone must be strong enough to negotiate on behalf of the child. For example, if a producer wants a child to remain at the place of performance beyond the permitted hours or to perform outside of that stated on the licence, the chaperone must be confident enough to say no
- A chaperone must have a working knowledge of the performance regulations to carry out their duties confidently and effectively
- Production companies are required by law to keep certain records relating to the performance e.g., arrival and departure times, rest times, etc. This duty often falls to the chaperone
- A chaperone must ensure that all children are handed over to their parent/carer at the end of the performance. No child must ever be allowed to go home alone

<https://www.cornwall.gov.uk/schools-and-education/parent-support-and-advice/children-in-entertainment/chaperoning-of-children-in-entertainment/>

Most importantly, we have a collective responsibility to safeguard children.

Here are some simple, but vital processes to follow:

- If you see or hear **anything** that you feel is a safeguarding concern during a KRCA session, please report it using the reporting concerns form as soon as you are able to (this should be before you leave the session). Reporting concern forms can be found in the register, or can be downloaded from the website.
- When you have completed the form, please notify the DSL (Designated Safeguarding Lead) or DDSL (Deputy Designated Safeguarding Lead) within **24 hours** of the incident (preferably straight after

the session, or even during if appropriate). If you can't speak to one of them directly, please email them and mark your email as urgent with safeguarding in the subject line. You do not need to notify any other adults unless you feel there is an immediate risk of harm.

- The DSL and Specific Point of Contact (SPOC) is Kate Rogers. The DDSLs are Claire Dunsford and Katy Lewis-Tuxford. Aim to speak to one of them directly at the end of the session and give them your disclosure form, if this is not possible, please
- Use your initiative. It is easy for adults to get absorbed in the session (both as practitioners and chaperones!) Make sure children are given adequate breaks, are warm/cool enough, have enough to eat and drink etc. Don't be afraid to challenge the practitioner running the session.

Key Contacts:

DSL - Kate Rogers

07983 329488 kate@creative-education.co.uk

DDSL - Claire Dunsford

claire@creative-education.co.uk

DDSL - Katy Lewis-Tuxford

katyduxford2012@gmail.com

General

safeguarding@creative-education.co.uk (this is monitored by all three members of the DSL team)

If you have any concerns about KRCA team members in relation to their fitness to work with children, including the DSL team and volunteers, please contact the LADO:

01872 326536 lado@cornwall.gov.uk

Taking Disclosures

Disclosures can vary. They can come from children, young adults or parents and your job is simply to make an accurate record of their experience, free from your own thoughts, feelings and judgements.

- **Don't** project your own thoughts onto the person who is disclosing and try to avoid letting your own emotions show.
 - **Avoid** phrases such as *'that must have felt horrible/stressful/scary'*
 - **Do** use open questions such as *'tell me what that looked/sounded/felt like'*
 - **Don't** use leading questions or share your personal thoughts and experiences such as 'I've never liked them either' or 'do you think they also did...'
- Note down the disclosure as accurately as possible, but don't stop them in order to go and get a form or a notebook. It is unlikely to be appropriate to write as the person is disclosing, so listen carefully and summarise the key points as you go. It can be really useful to both you and the

individual to echo back to them what they have told you. Use phrases such as '**what I'm hearing is...**'. It gives you the chance to check you have understood what they are describing and them to give you more clarity.

- When writing your notes:
 - **Do** write down what was said as quickly as possible afterwards
 - **Do** use their words and phrases even if it is language you wouldn't ordinarily use. Include profanity if it is important/relevant.
 - **Remember** that you are recording their account of the event(s), not your own. It is important to avoid drawing conclusions, making inferences and/or drawing conclusions.
- If you feel there is an immediate risk of harm you **must dial 999**. If you suspect FGM you **must** contact the police immediately.
- **Never** tell an individual that you will keep what they have said a secret. Instead, explain to them that keeping them safe is your number one priority and that you may need to share what they have told you with another adult. Reassure them that they have done the right thing in talking to you.
- **Never** put yourself in a position when you are alone with a child. If they want to speak to you privately, make sure it is somewhere where you can be seen or heard by another adult. It is just as important to safeguard yourself as it is to safeguard the members.
- Take it seriously, but try not to feel any pressure if you receive a disclosure. The fact that a child feels safe enough to share anything with you is a positive thing. You are not responsible to make things better, only to communicate a concern to someone who can work with the people who can.