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INTRODUCTION

This document is intended to raise your awareness of the role as a chaperone and give you confidence to carry out your duties successfully; but by the very nature of the role it is impossible to cover every eventuality in this guidance document.

Many of the duties that a chaperone undertakes are legal duties and are set out in legislation. The relevant parts of the legislation that you will need are given in Appendix A and B.

The manner in which you carry out your duties can only be perfected by practice, gaining experience and drawing on the expertise of people who have a long and successful record of looking after children in these circumstances.

Please take time to read this document carefully and if you have any queries please do not hesitate to contact the Education Welfare Officer who processed your application or one of the other authorised officers whose telephone numbers are listed on the ‘Contacts’ page (Appendix C)

The Children (Performances and Activities) (England) Regulations 2014 state that in certain circumstances, licensed children taking part in entertainment MUST be supervised by a chaperone (Regulation 15) and if the Local Authority think fit must be taught by a private teacher (Regulation 13).

The term ‘entertainment’ includes;

1. Taking part in a performance where the public pay to have access
2. Any performance in licensed premises, (hotel, public house, etc.)
3. Any broadcast performance
4. Any performance not falling within (3) above but included in a programme of service
5. Any performance which is being recorded for use in a broadcast, programme of service or film
6. Taking part in modelling or sport for which the child or any other person receives payment

The parts of these Regulations that are applicable to a chaperone’s role and duties are set out in Appendix A and B. The Regulations are in force to secure the health, proper treatment and education of children whilst they are taking part in entertainment and apply to all licensed children from babies until they cease to be of compulsory school age. It does NOT cease on their sixteenth birthday.

The Licence Holder (usually the Producer of the show/programme, for example, The BBC, Stage School or Theatre) is responsible, throughout the period covered by the licence, for ensuring that the child shall be in the charge of their parent or a responsible adult. This person is known as a ‘chaperone’.
THE CHILD'S ENTERTAINMENT LICENCE

Children taking part in entertainment, paid modelling or paid sport require a licence issued by the child’s Local Authority and applied for by the person who is responsible for the production or activity. This person is called the Licence Holder and is named on the child’s licence. The licence relates to a named child and allows that child to take part in a particular performance or activity.

There are three exemptions to the requirement to obtain a licence in relation to performances or activities; which only apply if there is no payment made in respect of the child taking part in the performance (other than for expenses) either to the child or to another person and in the case of exemptions 2 and 3 (below) the child does not require any absence from school.

**Exemptions:**

1. Where the production is organised by a school (education). In this case the school is solely responsible for all aspects of the child’s welfare and there is no requirement to gain any form of consent from the Local Authority or to employ a chaperone.

2. Where a performance is given under arrangements made by a ‘Body of Persons’ approval by the Local Authority in whose area the performance takes place or, in a few exceptional circumstances, by the Secretary of State.

3. Where a child has not performed on more than 3 days in the last 6 months, they will not need a licence for performance on a fourth day.

Whenever an entertainment licence is issued, whether for a performance or an activity, there is a legal requirement that the child must be looked after either by the child’s own parent or by an approved chaperone. NB: A parent who is not a Local Authority approved chaperone can only look after their own child and not the child of another parent.

Although it is common for a parent to chaperone their child during an activity (modelling or sport) it is more usual for a chaperone to be employed (whether for payment or voluntarily) to look after children during performances. The Local Authority goes to great lengths to vet and approve suitable chaperones and in Cheshire East this is the responsibility of the Education Welfare Service.

The Local Authority may make a condition when approving a ‘Body of Persons’ application that a chaperone must be employed to look after the children. In this instance the chaperone’s role and duties are exactly the same as if an entertainment licence had been issued.

When an entertainment licence has been issued by the child’s Local Authority the licence will be sent to the Licence Holder, a copy will also be sent to the child’s parent and a copy sent to the Local Authority where the event will take place. A copy may also be sent to the child’s school (where absence from school is required) for their information.

The licence may be amended or withdrawn in certain circumstances either by the issuing Authority or the Local Authority in whose area the event is taking place.

If a child is to be absent from school whilst taking part in the performance then there may be a condition on the child’s licence to the effect that they must receive tuition during the event. The Licence Holder must provide a private teacher and a suitable place for the child to receive the tuition (approved by the Local Authority). The amount of tuition a child must receive is governed by Regulation 13 – (see Appendix A).
DUTIES AND RESPONSIBILITIES

The chaperone is the KEY PERSON who protects and supports the child and is responsible for the child’s welfare. At times you may be under pressure from producers to ensure that schedules are kept or more rehearsal time is required and if this is the case you MUST remember that the child’s welfare overrides the needs of the producer or company.

A chaperone acting under licensing regulations shall be considered to have the care and control of the child and to safeguard, support and promote the wellbeing of the child.

The chaperone is acting in *locus parentis* and should exercise a duty of care which a parent/carer might be reasonably expected to give that child.

The chaperone shall be in charge of the child during the period beginning with the first and ending with the last performance (or occasion) to which the licence relates, except when the child is in the charge of their parent/carer or private teacher.

You must accompany the child to and from the dressing room, studio and stage as well as remaining in the studio or backstage whilst the child is there. You must also remain with the child during meal and rest breaks, during periods of recreation and in lodgings (if applicable).

The chaperone should make themselves familiar with the terms of the performance licence granted by the Local Authority and see that as far as possible the conditions are properly fulfilled.

The Licence Holder is responsible for ensuring that during the performance (and all activities related to a performance) the child is in the charge of a person who has been approved by the Local Authority for this purpose – *‘the chaperone’*. The only exception to this rule is when the child is in the charge of their parent/carer or private teacher.

The chaperone should ensure that there is a complete register of the children with emergency contact numbers. The chaperone must not disclose this personal information except to authorised personnel.

The Licence Holder is responsible for ensuring that the regulations and any conditions that have been endorsed on the child’s licence are complied with. The chaperone must check that this is being done by keeping a record of the duration and timing of rehearsals and performances and time spent at the venue. A record should also be kept of breaks and meal times, tuition, waiting time between rehearsals/performances, overnight breaks and any other incident regarding the child’s welfare and treatment about which they are concerned.

The chaperone’s first duty is to the children in their care and whilst you are acting as a chaperone you may not engage in any other activity that would interfere with the performance of those duties.

If dressers/helpers are required, then at no time should they be left alone with a child. The chaperone must always be present. The dressers/helpers must not take the child to the bathroom.

The maximum number of children a chaperone may have in their care is 12. This may be too many if the children are living away from home or are very young, or the film set is spread over a large area and it is difficult to be aware of what each child is doing. If you are concerned
about the number of children you are looking after you must inform the Licence Holder and negotiate more supervisory help with the children.

The chaperone must be satisfied with all the arrangements for the children, including their dressing room, toilet facilities and rest areas. Children 5 years old and above must only change with children of the same sex.

Chaperones (wherever possible) should be gender appropriate.

The child is in the care and control of the chaperone and no one else should approach or speak to the child without their knowledge and consent. When handing over responsibility of the child, for example to a parent or approved private teacher it is important that the chaperone is sure who is responsible for the child and the person has the appropriate approval.

The chaperone should have a basic knowledge of health and safety issues at the place of the performance or rehearsal in order to assess any danger, for example locked fire exits or potentially hazardous situations.

The chaperone is required to ensure that suitable travel arrangements are in place for each child in their care and to ensure that the child is collected by the appropriate person and any changes to this should be authorised. The chaperone should not allow a child to go home alone or unsupervised.

The chaperone must ensure that no child is discriminated against on the grounds of race, gender, age, colour, ethnic or national origin.

The chaperone must contact the Local Authority where there are any safeguarding concerns or where concerns have been shared with the Licence Holder and issues have not been addressed with regard to the wellbeing of the child. A written record of the details will need to be provided by the chaperone.

The chaperone should carry their licence at all times when undertaking this role and should produce it for the inspection by the Local Authority or a police officer when required. If the licence is mislaid or destroyed the chaperone should inform Cheshire East Local Authority immediately to request a replacement.

The legislation is complex but you must have a working knowledge of the Regulations in order to carry out your duties with confidence. Further help and advice may be obtained from the Local Authority that approved the chaperone, the Local Authority that issued the child’s licence, or the Local Authority in whose area the event is taking place.

PRIOR TO THE EVENT

Familiarise yourself with the Regulations that govern children working in Entertainment; this will give you confidence to carry out your duties and allow you to protect and safeguard the children in your care. An extract from The Children (Performances and Activities) (England) Regulations 2014, is provided at the end of this guidance document.

If you have not already been given a copy of the relevant child safeguarding policy, speak to the Licence Holder to request a copy.

Request a copy of the health and safety risk assessment (if this has not already been shared with you either at a rehearsal or pre-performance briefing).
Check which Local Authority area you will be working in and make a note of their telephone number and if possible the name of the authorised officer that covers child entertainment licences for the area. Make a list of useful contact telephone numbers that will assist you in your role.

ARRIVAL AT THE VENUE – See Appendix D

Arrive before the children, especially if the venue is not known to you. This will give you time to have a look round and meet other people involved in the event. Make yourself known to the Licence Holder or their deputy and any other relevant person, for example stage managers and dressers.

Ensure that adequate health and safety measures are in place at the venue and check for any potential hazards.

In case of fire the chaperone should know where the fire exits are located, the evacuation procedure and the assembly points. It would be useful to hear the sound of the fire alarm.

Qualified first-aiders must be available in all licensed entertainment establishments so you should check who this is and where the first aid kits are located. Make sure that there is a list of the children’s home and emergency contact details which you can get access to at all times in case you need to contact their parents.

Check with the Licence Holder to find out if any child has medical problems or requirements. This information is strictly confidential but as a chaperone you need to know as it may assist you or a hospital in their treatment. You may need to remind a child to take their medication at a specific time.

Check that dressing rooms, rest rooms, meal arrangements and all other facilities are suitable. When checking dressing rooms, remember that children aged five years and over must only dress with other children of the same sex.

Have a list of the names of the children you will be caring for. If there are more than twelve children and more than one chaperone you must be sure who is looking after which children and work as a team.

Check the child’s entertainment licence and note any conditions endorsed on it. The Licence Holders copy of the licence must be available at the place where the event takes place.

The Local Authority in whose area the event is taking place must approve the place of the performance or activity and will consider:

1. That suitable arrangements have been made for the child’s meals, rest, recreation and dressing areas
2. That the place is provided with suitable toilet and washing facilities
3. For outside work that the child will be adequately protected against the elements and there is suitable shelter from extremes of temperature
The approval of the venue may be given subject to such conditions as the Local Authority consider necessary. The chaperone must also consider all these things and if concerned must voice these concerns to the Licence Holder and negotiate better conditions. If the problem cannot be resolved to your satisfaction you must seek advice from the appropriate Local Authority and keep a written record of your concerns.

**DURING THE EVENT**

Remember that the child is in your care and control. The child must not do anything without your knowledge and approval including contacting other persons. The child is in an adult environment and you need to ensure that they know what is expected of them.

You may be asked to look after up to twelve children at the same time so it is important that you are able to be aware of what each child is doing and what their individual needs are. Keep a small notebook handy to make notes of times of rest breaks, meals and performances, etc. You must remain with the child during breaks for meals and keep them properly occupied during periods of rest and recreation.

You must not be distracted from your duty to the child by any other activity. You have been given the task of looking after the child and must be able to supervise them at all times. You must escort and be with the child at all times. Do not be ‘persuaded’ to leave a child with other people for example to be dressed, or go through their lines, where there is little or no opportunity for you to observe or supervise the child.

Be aware of signs of tiredness or stress in a child.

During times of activity outdoors in extremes of heat, cold and wet you must make sure that the child does not suffer the effects of those conditions and is not kept ‘hanging about’ outdoors. If you are concerned, move the child indoors until you are satisfied that the child is ready to go back outdoors and that the production team is also ready.

The Licence Holder has a duty to ensure that adequate facilities are made for the children to have proper refreshment at appropriate times and it is your responsibility to ensure that this happens. During extended periods of theatre or TV work, the Licence Holder has a duty to grant you time for a break and during this period the Licence Holder MUST make suitable arrangements for the children to be supervised by another approved chaperone or their own parent.

There are differences between working as a chaperone in a theatre setting and working in a recording/filming setting. Theatre work has specific times and schedules which are known in advance whereas recording/filming work is more uncertain and often there are times when the child is kept waiting for someone to call them on set.

Remember that the child is within your charge until they are handed over to their parent, private teacher or another approved chaperone.

**ILLNESS OR INJURY**

In the event of any injury or illness to a child whilst in the care of the chaperone or private teacher the Licence Holder is responsible for ensuring the child gets proper medical treatment and that the parent named in the licence application form (or on the child licence) is notified as soon as possible of the injury or illness. In the absence of the Licence Holder, for example
during an overnight stay in lodgings, the chaperone may have to take initial responsibility for this notification.

The chaperone MUST keep a record of any such instances of illness or injury and any action taken.

Should the child be taken ill whilst on tour and is too ill to perform the chaperone should make arrangements for the child to be sent home under proper escort.

In cases of serious illness/injury the child should be sent to hospital and the child’s parent/carer informed immediately. In these circumstances the Local Authority that issued the licence should also be informed and the chaperone MUST record the incident and the action taken.

If the child becomes ill or is under too much stress then you have the duty and right to withdraw the child from the event until you are satisfied that the child is well enough to continue.

**ON TOUR**

The Licence Holder is responsible for finding suitable lodgings for the child and the chaperone when they are away from home.

The Local Authority must approve these lodgings giving consideration to the time and distance the child will have to travel between the lodgings and the venue, transport and other conditions which may affect the welfare of the child.

You are responsible for the child and it is your duty to be satisfied that all the conditions surrounding the child living away from home are satisfactory in every way. In general a chaperone needs to exercise a greater amount of supervision than if the child were living at home during the period of the licence.

The chaperone should ensure that there are suitable arrangements for meals. Food should normally be provided at the lodgings. The children must be in the constant charge of the chaperone who will accompany them at all times. There should never be a time when you are unaware of their whereabouts.

The chaperone must arrange to sleep in a room in close proximity to the room occupied by the child and the child must have direct access to you at all times without having to contact a third person.

The chaperone should ensure that if necessary there is transport to and from the place of entertainment and journey times are kept to a minimum.

Looking after children on tour is far more demanding than living at home where you are with the children for only a few hours each day. The Licence Holder must not expect you to look after children 24 hours a day without a break.

If there are other chaperones on the same tour then you may be able to share the responsibility of looking after the children but don’t forget that one chaperone can only look after a maximum of twelve children.
SAFEGUARDING ISSUES

It cannot be emphasised too strongly that if at any time you are concerned about the welfare or treatment of the children you are caring for you must act in their best interest.

If you feel that a child is worried about any matter concerning their treatment or welfare you should provide them with an opportunity to speak with you in an area away from other children.

A child might disclose to you some details of abuse to them, or you may discover evidence that abuse has taken place. These could be recent events or in the child’s past. Or you may be aware that another member of the company or production team has abused or is taking an ‘interest’ in the child.

You must discuss your concerns with the Licence Holder in line with their safeguarding policy (a copy of which should be available to you). You should also contact Cheshire East Consultation Service (ChECS) or if the child is in immediate danger you must contact the Police or Social Care Emergency Duty Team. (Details on page 26).

In circumstances involving a member of staff or cast you may feel that as well as informing the relevant agencies, there is also a need to inform the Licence Holder or their deputy to ensure the safety and welfare of the child or other children. You must do so with caution and only at the most senior level available. Make a written record of all the details. Ignore a request from any Licence Holder, their deputy, or any other person not to report the circumstances to the authorities on the pretext that they will make their own enquiries and deal with the matter. You MUST inform the relevant authority.

It may be that you wish to seek advice from ChECS, but if you are unable to contact them and are working in an Authority other than Cheshire East, then you MUST contact one of the agencies that deal with child abuse such as Social Services or the Police. Please ensure that the child’s local Licensing Officer (whose name appears on the Licence) is informed at the earliest opportunity. Make a written record of who you have contacted.

There could be a time when you feel that a situation involving a child’s safety and well-being is beyond your control and that the child is in immediate physical or moral danger. At such times you MUST do all you can to secure the safety of the child but if this is impossible you MUST contact and seek help and advice from the Police.

Dilemmas that impact upon making a child protection referral

• Fear of being blamed by family / child and / or other professionals
• Putting the production behind schedule and the production company not using you or the child again
• Fear of a negative outcome from a child protection investigation
• Losing control of the outcome
• Fear of the criminal process
• Fear that it may damage your relationship with the theatre company
• Fear that allegation will not be taken seriously

Remember

• Never promise to keep secrets with children or their parents.
• Confidentiality and share information on a need to know basis only – it’s not to be shared in the green room or in the wings.
• Do not discuss what you may have heard with other members of staff, your friends or family.
CHILD ABUSE - RECOGNISING THE SIGNS

It is a fact: children do get abused. That is something none of us want and we must do everything in our power to prevent it happening.

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but you must remember that it is not the responsibility of the chaperone to decide that child abuse is occurring, but it is your responsibility to act on any concerns.

The long experience of professional groups who regularly deal with child abuse cases; Children’s Services, Education, Health, Probation and Police, has led to procedures being introduced to help everyone involved deal with cases effectively and in the best interest of the child.

Abuse in all its forms can affect a young person at any age. The effects can be so damaging that if not treated, they may follow an individual into adulthood.

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation, and a powerlessness to protect themselves, or adequately communicate that abuse has occurred. Young people from ethnic minorities, who may also be experiencing racial discrimination, may or feel doubly powerless in these respects.

Victims of abuse can be any age and from any social background. The younger the child, the more vulnerable he or she is and the more serious the damage can be if it is not stopped.

What is child abuse?
Abuse may take a number of forms, and may be classified under the following headings:

Neglect
This is where adults fail to meet a young person’s basic physical and/or psychological needs like food, shelter, warm clothing or medical care, or fails to act to prevent harm. Young people might also be constantly left alone or unsupervised.

Physical Abuse
This is where someone physically hurts or injures a young person, for example by hitting, shaking, throwing, squeezing, burning, suffocating and biting or otherwise causing physical harm to them. Giving young people alcohol or inappropriate drugs would also constitute physical abuse.

Sexual Abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Girls and boys can be abused by adults or other young people, both male and female, who use young people to meet their own sexual needs. This could include full sexual intercourse, masturbation, or fondling. Showing young people pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways is also a form of sexual abuse.
Activities which might involve an adult being in physical contact with young people could potentially create situations where sexual abuse may go unnoticed. Also the power of the adult over young students if misused, may lead to abusive situations developing.

Emotional Abuse
Persistent lack of love and affection, where a young person may be led to believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the young person being constantly shouted at, threatened or taunted which may make the young person very nervous and withdrawn. It may also feature age or developmentally inappropriate expectations being imposed on young people. Emotional abuse also occurs when there is constant overprotection, which prevents young people from socialising.

Emotional abuse in entertainment might include situations where young people are subjected by a parent, tutor or other personnel to constant criticism, name-calling, sarcasm, bullying, racism or unrealistic pressure in order to perform to high expectations.

Other types of abuse

Child Sexual Exploitation
Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.’ Possible Indicators:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- secretive about e-communications
- 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.

Chaperone’s should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such, and that exploitation may be peer on peer.

Grooming
The abuser may spend a lot of time building the relationship before the abuse begins. This often results in the young person trusting and becoming dependent on them. This is called grooming. The abuser may seem to be a safe and reassuring figure. He/she may also convince themselves that they are doing no harm to young people or may be unaware that their actions are deemed to be inappropriate. Indicators often go unnoticed but could include favouritism or buying gifts.

Domestic Abuse
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; Emotional; Financial
• “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.

Female Genital Mutilation / Female Circumcision
Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among migrants from these areas.

Possible Indicators:
- Talk of a special procedure vaccinations /absence from school/ceremony
- More at risk FGM during summer holidays
- Prolonged absence from school
- Noticeable change in behaviour
- Difficult to sit still/discomfort/ pain
- Frequent toilet breaks, asking to be excused from PE or swimming

Bullying
This may be bullying of a young person by an adult or another young person. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It may be physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name-calling, graffiti, abusive, text messages transmitted by phone or on the internet), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments).

In entertainment, bullying may also arise when a parent pushes a young person too hard to succeed, a tutor adopts a win-at-all-costs philosophy, or a management official at a rehearsal or performance uses bullying behaviour.

Indicators of bullying may include:

- Behavioural changes such as reduced concentration or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctant to go to rehearsals or to take part in performances.

- An unexplained drop-off in standard or performance.

- Physical signs such as stomach-aches, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing on food, cigarettes or alcohol.

- A shortage of money or frequent loss of possessions.
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<tr>
<th>UNIVERSAL</th>
<th>TARGETED</th>
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<tr>
<td><strong>Children and young People whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</strong></td>
<td><strong>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</strong></td>
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<td><strong>RESPONSE:</strong> - Continue meeting child or young person’s needs as a universal service in a safe environment. universal services will remain at all levels of need.</td>
<td><strong>RESPONSE:</strong> - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.</td>
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<tr>
<td><strong>CONSULT CHÉCS FOR ADVICE AND GUIDANCE 0300 123 5012</strong></td>
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<tr>
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<td><strong>Children and young people who have a range of additional needs affecting different areas of their life.</strong></td>
<td><strong>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service.</strong></td>
</tr>
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<td><strong>RESPONSE:</strong> Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.</td>
<td><strong>RESPONSE:</strong> - Any concerns about the safety of a child or young person, contact CHÉCS on 0300 123 5012</td>
</tr>
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<td>Identify a lead professional to co-ordinate support and be primary link with the family.</td>
<td>- Children’s Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care.</td>
</tr>
<tr>
<td>Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs, develop and implement an Action Plan and review progress.</td>
<td>- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</td>
</tr>
<tr>
<td><strong>CONSULT CHÉCS FOR ADVICE AND GUIDANCE 0300 123 5012</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Neglect</strong></td>
<td><strong>Emotional</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>It 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.</td>
<td>It is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</td>
</tr>
<tr>
<td>• It may occur during pregnancy as a result of maternal substance abuse.</td>
<td>• conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</td>
</tr>
<tr>
<td>• Once a child is born, neglect may involve a parent or carer failing to:</td>
<td>• not giving them opportunities to express their views/deliberately silencing them/making fun’ of what they say or how they communicate.</td>
</tr>
<tr>
<td>• provide adequate food, clothing and shelter (including exclusion from home or abandonment)</td>
<td>• developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability</td>
</tr>
<tr>
<td>• protect a child from physical and emotional harm or danger</td>
<td>• overprotection and limitation of exploration and learning</td>
</tr>
<tr>
<td>• ensure adequate supervision (including the use of inadequate care-givers)</td>
<td>• preventing the child participating in normal social interaction.</td>
</tr>
<tr>
<td>• ensure access to appropriate medical care or treatment.</td>
<td>• seeing or hearing the ill-treatment of another.</td>
</tr>
<tr>
<td>It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</td>
<td>• serious bullying causing them frequently to feel frightened or in danger</td>
</tr>
<tr>
<td></td>
<td>• exploitation or corruption of them.</td>
</tr>
<tr>
<td>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sexual Abuse</strong></th>
<th><strong>Physical Abuse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• forcing or enticing a child 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.</td>
<td>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</td>
</tr>
<tr>
<td>• physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</td>
<td>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.</td>
</tr>
<tr>
<td>Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse</td>
<td>• Injuries in babies and non mobile children</td>
</tr>
</tbody>
</table>
Symptoms of Abuse

**Behaviours**
- Marked change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Withdrawn/withdrawal from friends & family
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- Attendance difficulties
- Disclosure
- Self harm

**Physical**
- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non mobile children

**Sexual**
- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not appropriate for their age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

**Neglect**
- Child cold/inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, head lice etc
- Lethargy, tiredness or aggressive tendencies

**Emotional**
- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self depreciation, low self esteem
Dealing with disclosures:

7 Golden rules for information sharing
1. The Data Protection Act is not a barrier
2. Be open and honest
3. Seek advice
4. Share with consent where appropriate
5. Consider safety and wellbeing
6. Necessary, proportionate, relevant, accurate, timely and secure
7. Keep a record

“No Inquiry into a child's death or serious injury has ever questioned why information was shared ……It has always asked the opposite”
THE LOCAL AUTHORITY

There could be as many as three Local Authorities where you could seek help and advice.

- The Local Authority who approved you
- The Local Authority who issued the child’s licence
- The Local Authority in whose area the event is taking place.

The Local Authority has the power to enter any premises where children are performing, without prior notice, to establish that the children are being properly supervised and cared for. However, if you are unhappy with any of the arrangements then you must make a positive effort to contact one of the authorised officers by telephone and not wait for them to visit.

You may feel that you should bring a particular problem to the notice of the authorised officer but are concerned about the reaction of the Licence Holder but remember - the child’s welfare is paramount.

If you are unsure about any of your duties or there is a section of the legislation that you are not clear about then please contact one of the authorised officers, who will be happy to help you.

Chaperone Licence

Your licence is valid for three years from the date of issue; at which point you should complete and submit a renewal application form.

If you lose/misplace your licence or have any changes in personal circumstances including
- Change of name
- Change of address
- Change of health circumstances
- Any convictions including driving

You should contact the Local Authority. Tel No 01270 686199

Allegation against a Chaperone:

If an allegation is made against a chaperone by a child or young person, or a third party, this will be taken very seriously and will be investigated in line with Cheshire East Council procedures. A chaperone could be subject to a suspension pending the outcome of the investigation. Suspension is a neutral act to protect the chaperone’s own interests and/or those of the children. Should you fail to carry out your role and duties properly your approval as a chaperone may be withdrawn.
APPENDIX A
THE REGULATIONS

Regulation 11 – Records to be kept by the licence holder

1. The licence

2. The following particulars in respect of each day on which the child is present at the place of performance or place of rehearsal –
   (a) the date
   (b) the time of arrival at the place of performance or rehearsal
   (c) the time of departure from the place of performance or rehearsal
   (d) the times of each period during which the child took part in a performance or rehearsal
   (e) the time of each rest interval
   (f) the time of each meal interval and
   (g) the times of any night-work authorised by the licensing authority under regulation 28.

3. Where arrangements are made for the education of the child by a private teacher, the date and duration of each lesson and the subject taught.

4. Details of injuries and illnesses (if any) suffered by the child at the place of performance or place of rehearsal, including the dates on which such injuries occurred and stating whether such injuries or illnesses prevented the child from being present at the place of performance or place of rehearsal.

5. The dates of the breaks in performances required under regulation 27(1).

6. The amount of all monies earned by the child ……

7. Where the licensing authority grants a licence subject to the condition that sums earned by the child must be dealt with in a manner approved……

Production of a Licence

12. The licence holder must, on request, produce the licence at all reasonable hours during the period beginning with the first and ending with the last performance or activity to which the licence relates, at the place of performance (or any place of rehearsal), or the place where the activity to which the licence relates takes place, to an authorised officer of the host authority or a constable.

Education

13.—(1) The licensing authority must not grant a licence unless it—
   (a) is satisfied that the child’s education will not suffer by reason of taking part in the performances or activities;
   (b) has approved the arrangements (if any) for the education of the child during the period to which the licence applies; and
(c) has approved the place where the child is to receive education, subject to such conditions as it considers necessary to ensure that the place is suitable for the child’s education.

(2) The licence holder must ensure that any arrangements approved by the licensing authority for the child’s education are carried out.

(3) The licensing authority must not approve any arrangements for the education of a child by a private teacher unless it is satisfied that—
   (a) the proposed course of study for the child is satisfactory;
   (b) the proposed course of study will be properly taught by the private teacher;
   (c) the private teacher is a suitable person to teach the child in question;
   (d) the private teacher will teach no more than six children (including the child in question) at any time, or twelve children if all the children being taught have reached a similar standard in the subject being taught to the child in question; and
   (e) the child will, during the period to which the licence applies, receive education for periods, which when aggregated, total not less than three hours on each day on which the child would be required to attend school if the child were attending a school maintained by the licensing authority.

(4) The requirements of paragraph (3)(e) are deemed to have been met if the licensing authority is satisfied that the child will receive education—
   (a) for not less than six hours a week;
   (b) during each complete period of four weeks, or if there is a period of less than four weeks, during that period, for periods not less than the aggregate periods of education required by paragraph (3)(e) in respect of the period;
   (c) on days on which the child would be required to attend school if the child were attending a school maintained by the licensing authority; and
   (d) for not more than five hours on any such day.

(5) For the purposes of this regulation, any period of education does not include—
   (a) any period which takes place other than during the hours when a child is permitted to be present at a place of performance or rehearsal under regulation 21; and
   (b) any period of less than thirty minutes.

**Earnings**

14. The licensing authority may include a condition in the licence that any or all of the sums earned by the child for taking part in the performance or activity be dealt with in a particular manner by the licence holder.

**Chaperones**

15.—(1) A licensing authority must approve a person to be a chaperone to—
   (a) have care and control of the child; and
   (b) safeguard, support and promote the wellbeing of the child, whilst the child is taking part in an activity, performance, or rehearsal or whilst the child is living elsewhere than the place the child would otherwise live during the period to which the licence applies.

(2) Paragraph (1) does not apply if a child is being cared for by a parent or teacher who would ordinarily provide the child’s education.

(3) The maximum number of children a chaperone may take care of at any one time is—
   (a) twelve; or
(b) where the person approved to act as a chaperone is the private teacher of the child in question, three.

(4) The licensing authority must not approve a person as a chaperone unless it is satisfied that the person—
(a) is suitable and competent to exercise proper care and control of a child of the age and sex of the child in question; and
(b) will not be prevented from carrying out duties towards the child by duties towards other children.

(5) Where a child suffers any injury or illness while under the care of the chaperone, the licence holder must ensure that the parent of the child named in the application form and the licensing and host authorities are notified immediately of such injury or illness.

**Accommodation**

16.—(1) Where a child is required to live somewhere other than where that child would usually live during the period to which the licence applies by reason of taking part in the performance or activity for which the licence is obtained, the licensing authority must approve that place as being suitable for that child.

(2) The licensing authority’s approval may be subject to any of the following conditions—
(a) that transport will be provided for the child between the place of performance, rehearsal or activity, and the accommodation;
(b) that suitable arrangements are made for meals for the child; and
(c) any other condition conducive to the welfare of the child in connection with that accommodation.

**Place of performance and place of rehearsal**

17.—(1) The licensing authority must approve any place where the child will perform, rehearse or take part in any activity.

(2) The licensing authority must not approve the place of performance, rehearsal or activity unless it is satisfied that, having regard to the age of the child and the nature, time and duration of the performance, rehearsal or activity—
(a) suitable arrangements have been made for—
(i) the provision of meals for the child;
(ii) the child to dress for the performance, rehearsal or activity; and
(iii) the child’s rest and recreation, when not taking part in a performance, rehearsal or activity;
(b) the place has suitable and sufficient toilets and washing facilities; and
(c) the child will be adequately protected against inclement weather.

(3) The licensing authority may give its approval subject to such conditions as it considers necessary.

(4) In paragraph (2)(a)(ii), arrangements for a child who has attained the age of five years to dress for a performance, rehearsal or activity are not suitable unless such a child can dress only with children of the same sex as the child in question.
Travel arrangements
18. The licence holder must ensure that suitable arrangements (having regard to the child’s age) are made to get the child home or to any other destination after the last performance or rehearsal, or the conclusion of any activity on any day.

Application of this Part
19. The requirements in this Part apply to all licensed performances and to all performances, which are exempted from the requirement to obtain a licence, under section 37(3)(a) of the 1963 Act.

Employment
20. A child taking part in a performance must not be employed in any other employment on the day of that performance or the following day.

Earliest and latest times at place of performance or rehearsal
21.—(1) Table 1 sets out the earliest and latest times a child may be at a place of performance or rehearsal.
(2) This regulation does not apply where the place of performance or rehearsal is the place where the child ordinarily lives or receives education.

Table 1

<table>
<thead>
<tr>
<th>Age of child</th>
<th>Earliest time</th>
<th>Latest time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth until child reaches 5</td>
<td>07:00</td>
<td>22:00</td>
</tr>
<tr>
<td>5 to school leaving age</td>
<td>07:00</td>
<td>23:00</td>
</tr>
</tbody>
</table>

Attendance at place of performance or rehearsal and hours of performance

22.—(1) Table 2 sets out the maximum number of hours a child may be at a place of performance or rehearsal, may perform or rehearse in one day and may perform or rehearse continuously.
(2) When calculating the number of hours on any day during which a child is present at a place of performance or rehearsal, any periods of education required to comply with arrangements approved under regulation 13 must be taken into account, even if that education is provided elsewhere than at the place of performance or rehearsal.

Table 2

<table>
<thead>
<tr>
<th>Age of child</th>
<th>Maximum number of Hours in one day at Place of performance or rehearsal</th>
<th>Maximum total number of hours of performance or rehearsal in one day</th>
<th>Maximum continuous number of hours of performance or rehearsal in one day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth until child reaches 5</td>
<td>5</td>
<td>2</td>
<td>.05</td>
</tr>
<tr>
<td>5 until child reaches 9</td>
<td>8</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>9 to school leave age</td>
<td>9.5</td>
<td>5</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Breaks on any day on which a child is performing or rehearsing

23.—(1) When a child under the age of five is present at the place of performance or rehearsal—
(a) any breaks must be for a minimum duration of fifteen minutes, except that where a child is present for four or more consecutive hours, any such breaks must include at least one break of forty-five minutes used for the purpose of a meal; and
(b) any break must be used for the purposes of meals, rest, education and recreation.
(2) When a child aged five or over is present at the place of performance or rehearsal for more than four, but less than eight consecutive hours, the child must have a minimum of:
(a) one meal break of a minimum duration of forty-five minutes; and
(b) one other break of a minimum duration of fifteen minutes.
(3) When a child aged five or over is present at the place of performance or rehearsal for eight or more consecutive hours, the child must have:
(a) the breaks required under regulation 23(2); and
(b) at least one other break of a minimum duration of fifteen minutes.
(4) Subject to regulation 23(5), a child must have a break of a minimum duration of one and a half hours between the child’s participation in consecutive performances where on the same day—
(a) the child performs the same part or takes the place of another performer in more than one instance of the same performance including rehearsals, falling within section 37(2)(a) or
(b) of the 1963 Act, for which a licence has been obtained;
(b) the child is taking part in performances under different licences granted in respect of the child; or
(c) the child is taking part in a performance for which a licence has been obtained and in a performance for which a licence is not required under section 37(3)(a) of the 1963 Act.
(5) Where the earlier performance or rehearsal is less than one hour in duration, and—
(a) the following performance or rehearsal takes place at the same place of performance or rehearsal; or
(b) there is no time required for travel between the earlier and consecutive performance or rehearsal,
the break between those performances (or rehearsals) may be reduced to a minimum of forty-five minutes.

Minimum breaks overnight
24. Subject to regulation 28, a child must have an overnight break of a minimum duration of twelve hours between attendance at a place of performance or rehearsal.

Application of this Part
25. The restrictions and exceptions in this Part apply to all licensed performances.

Maximum number of consecutive days on which a child may take part in performances or rehearsals
26. A child must not take part in performances or rehearsals on more than six consecutive days.
Break in performances
27.—(1) A child who takes part in performances, other than circus performances, on the maximum number of consecutive days permitted by regulation 26 for a period of eight consecutive weeks, must not take part in any performance or rehearsal during the fourteen days following the last performance.
(2) This requirement does not apply if the number of days specified in the licence on which the child may perform is fewer than sixty.

Night-work
28.—(1) Subject to paragraph (2), a licensing authority may permit a child to take part in a performance before the earliest and after the latest times set out in regulation 21.
(2) Where a licensing authority permits a child to take part in a performance before the earliest and after the latest times set out in regulation 21—
(a) the number of hours during which the child takes part in a performance between the latest and earliest times must be included when calculating the maximum number of hours that the child may take part in a performance or rehearsal in compliance with regulation 22;
(b) the child must not take part in any other performance or rehearsal until at least sixteen hours have elapsed since the end of the child’s part in the performance; and
(c) where the child takes part in a performance between the latest and earliest times on two consecutive days, the licensing authority must not permit the child to take part in any further performance in the hours between the latest and earliest times during the seven days immediately following those two days.

Chaperone discretion
29.—(1) The chaperone in charge of a child may allow that child to take part in a performance for a period not exceeding one hour immediately following the latest time specified in regulation 21 provided that—
(a) the total number of hours during which the child takes part in a performance or rehearsal, including the period not exceeding one hour, does not exceed the maximum number of hours permitted under regulation 22;
(b) it appears to the chaperone that the welfare of the child will not be prejudiced; and
(c) it appears to the chaperone that the conditions requiring the child to take part in a performance after the latest time specified arose in circumstances outside the control of the licence holder.
(2) Where the chaperone allows a child to take part in a performance after the latest time specified in regulation 21, the licence holder must ensure that the chaperone notifies the licensing and host authorities no later than the following day and provides the reason for this decision.
(3) The chaperone in charge of a child may allow one of the break for meal, required under regulation 23 to be reduced where the child is taking part in a performance or rehearsal outside, provided that—
(a) the duration of the break is not less than thirty minutes; and
(b) the maximum number of hours during which the child may take part in a performance or rehearsal under regulation 22 is not exceeded.
### Appendix B

**CHILDREN IN ENTERTAINMENT RESTRICTIONS IN RELATION TO ALL PERFORMANCES**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Age 0 to 4</th>
<th>Age 5 to 8</th>
<th>Age 9 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum number of hours at place of performance or rehearsal (Reg.22)</td>
<td>5 hours</td>
<td>8 hours</td>
<td>9.5 hours</td>
</tr>
<tr>
<td>Earliest and latest permitted times at place of performance or rehearsal (Reg.21)</td>
<td>7am to 10pm</td>
<td>7am to 11pm</td>
<td>7am to 11pm</td>
</tr>
<tr>
<td>Maximum period of continuous performance or rehearsal (Reg.22)</td>
<td>30 minutes</td>
<td>2.5 hours</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Maximum total hours of performance or rehearsal (Reg.22)</td>
<td>2 hours</td>
<td>3 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>Minimum intervals for meals and rest (Reg.23)</td>
<td>Any breaks must be for a minimum of 15 minutes. If at the place of performance or rehearsal for more than 4 hours, breaks must include at least one 45 minute meal break.</td>
<td>If present at the place of performance or rehearsal for more than 4 hours but less than 8 hours, they must have one meal break of 45 minutes and at least one break of 15 minutes. If present at the place of performance or rehearsal for 8 hours or more, they must have the breaks stated above plus another break of 15 minutes.</td>
<td>If present at the place of performance or rehearsal for more than 4 hours but less than 8 hours, they must have one meal break of 45 minutes and at least one break of 15 minutes. If present at the place of performance or rehearsal for 8 hours or more, they must have the breaks stated above plus another break of 15 minutes.</td>
</tr>
<tr>
<td>Education (Reg.13)</td>
<td>N/A</td>
<td>3 hours per day (maximum of 5 hours per day). 15 hours per week, taught only on school days. Minimum of 6 hours in a week if aggregating over 4 week period or less.</td>
<td>3 hours per day (maximum of 5 hours per day). 15 hours per week, taught only on school days. Minimum of 6 hours in a week if aggregating over 4 week period or less.</td>
</tr>
<tr>
<td>Minimum break between performances (Reg.23)</td>
<td>1 hour 30 minutes</td>
<td>1 hour 30 minutes</td>
<td>1 hour 30 minutes</td>
</tr>
<tr>
<td>Maximum consecutive days to take part in performance or rehearsal (Reg.26)</td>
<td>6 days</td>
<td>6 days</td>
<td>6 days</td>
</tr>
</tbody>
</table>
### Appendix C

## CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheshire East Education Welfare Service (Child Entertainment)</td>
<td>01270 686199</td>
</tr>
<tr>
<td>Children's Safeguarding – Out of Hours</td>
<td>0300 123 5022</td>
</tr>
<tr>
<td>Cheshire East Consultation Service – (ChECS)</td>
<td>0300 123 5012</td>
</tr>
<tr>
<td>Cheshire Police</td>
<td>101 (Non emergency) 999 (Emergency)</td>
</tr>
<tr>
<td>Local Safeguarding Children’s Board (LSCB)</td>
<td>01625 374753</td>
</tr>
<tr>
<td>NSPCC Helpline / Child line</td>
<td>0800 1111</td>
</tr>
<tr>
<td>Kidscape (Bullying helpline)</td>
<td>020 7730 3300</td>
</tr>
<tr>
<td>Local Authority Designated Officer (LADO)</td>
<td>01606 288931</td>
</tr>
<tr>
<td>Leighton Hospital (Crewe)</td>
<td>01270 255141</td>
</tr>
<tr>
<td>Macclesfield District General Hospital</td>
<td>01625 421000</td>
</tr>
</tbody>
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### USEFUL TEMPLATES

<table>
<thead>
<tr>
<th>CHILD NAME:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB:</td>
<td></td>
</tr>
<tr>
<td>CHAPERONE:</td>
<td></td>
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<tr>
<td>CALL TIME:</td>
<td></td>
</tr>
<tr>
<td>TUTOR:</td>
<td></td>
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<tr>
<td>RELEASED:</td>
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</tr>
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</table>

#### WORKING HOURS

<table>
<thead>
<tr>
<th>Hour</th>
<th>00-15</th>
<th>15-30</th>
<th>30-45</th>
<th>45-00</th>
<th>00-15</th>
<th>15-30</th>
<th>30-45</th>
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<th>00-15</th>
<th>15-30</th>
<th>30-45</th>
<th>45-00</th>
</tr>
</thead>
</table>

**Total hours on set:**

**Total hours on site:**
**24 Hour - BROADCAST PERFORMANCE DAILY RECORD SHEET - Children (Performances) Regulation**

5 e.g. Films, T.V., Commercials, Sound Recordings. (24 hrs)

<table>
<thead>
<tr>
<th>Name of Production</th>
<th>Chaperone/Tutor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Company</td>
<td>Chaperone/Tutor Licensing Authority</td>
</tr>
<tr>
<td>Contact Name/Tel No.</td>
<td>Location Local Authority</td>
</tr>
<tr>
<td>Date of Performance</td>
<td>All Children's Licensing Authorities:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place/location of Performance</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>07.00</th>
<th>08.00</th>
<th>09.00</th>
<th>10.00</th>
<th>11.00</th>
<th>12.00</th>
<th>13.00</th>
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PU = Pick Up  A = Arrive  O = Other (Makeup, costume etc.)  M = Meal  R = Rest  
P = Performance time on set/stage (inc rehearsal/line up etc.)  T = Tutoring  S = Stand by  W = Wrap  D = Departure  H = Home
## CHECK LIST – ARRIVAL AT THE VENUE

| Name of Production: | |
| Main contact: | |

### 1. Changing rooms / dressing rooms / other rooms e.g. trailers or green rooms
- Are they clean?
- Are they safe?
- Are boys and girls using the same room? (only if under five or what arrangements are there)
- Is it too hot or too cold?
- Is there enough room?
- Is it used by adults at the same time as children?
- Are there free standing heaters / fans/ cables etc that may be a trip hazard?
- Is clothing suitable to the climate child is performing in?
- If filming in inclement weather are there sufficient towels, warm clothing, change of clothes etc?
- What are the arrangements for moving around venue / location?

### 2. Toilets / showers
- Are they clean?
- Are they separate to adults (where possible)?
- Are they used by adults at the same time?
- If so, what arrangements are in place?
- Do you have a Chaperone escort to and from?

### 3. Sign in / sign out
- Is there a sign in / out sheet at the stage door / with location manager?
- Who is responsible for this?
- Are children allowed to go out / off set on their own – who agreed this and is there a signed permission slip?

### 4. Around the venue?
- Are the hallways, landings stairs free from obstructions and safe?
- If not what can be done? (move the items, change your route etc)
- Do you need to remind the children of any hazards?
- Who and where is the first aider / nurse / medic?
- Where is the first aid box located?
- Have there been any injuries / illnesses you need to be aware of?
- Where is the children’s emergency contact numbers held?
- Where is the nearest fire exit to where the children are?
5. Travel to and from venue / location

- Have you got times of when parents are collecting their child?
- Have you got the name of the person collecting the child?
- Has the named person shown up to collect the child?
- Have you got the name / telephone number of the transport provider?
- Are you expected to go with the child?
- Have you got the emergency contact numbers?

6. Food and drinks

- Are they provided?
- If child usually brings their own and forgets what do you do?
- Are they stored in a clean area?
- Is cutlery and crockery clean?
- Do the children have any allergies?
- Do they need any special treatment, can you administer it?
- Where the treatment is kept e.g. epipen?

7. Activities off stage / on location

- Has the child got school work to do / or a tutor session to attend?
- Have they brought some books, games etc to keep themselves occupied during breaks?

8. Performance on stage / on location

- Has each child got a licence – have you seen it? If you have asked several times and it has never been produced they may not have one!
- Are there any restrictions / conditions on it?
- What time are they expected to finish?
- What is the child doing?
- Do they need any special equipment during the performance?
- Have they been shown how to use it?
- Is there a risk assessment – have you seen it?
- Do you feel unsure about the role / activity the child is doing?

Children Protection

Always ask yourself – Are children safe, happy and well?
You are there to protect the welfare of the child not the production schedule.
If concerns are raised about your ability to protect children it could lead to your licence being revoked.

Chaperone’s signature:  Date completed:
APPENDIX E

Safeguarding advice can be accessed at:

http://www.cheshireeast.gov.uk/schools/safeguarding_in_education.aspx
http://www.online-procedures.co.uk/cheshireeast/
www.cheshireeast.gov.uk/LSCB
www.nspcc.org.uk/inform
www.ceop.gov.uk
www.barnardos.org.uk
Disclosure and Barring Service - GOV.UK
https://www.gov.uk/government/.../KCSIE_gdnce_FINAL.pdf

Specifically for Early Years

https://www.gov.uk/.../early-years-foundation-stage-framework--

Other useful websites

http://www.cheshireeast.gov.uk/pdf/schools/the-children-

http://www.cheshireeast.gov.uk/pdf/schools/restrictions-in-relation-to-all-
performances-table-2015-nncee.pdf

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