

Creative Paths Information

Creative Paths is the arts programme designed by Play Resource to increase children and young people's participation in the arts and creative play. It is aimed at children and young people aged 3 – 25 years.

The Programme

- Offers groups access to affordable workshops and arts projects tailored to suit the age and ability of participants
- Delivers high quality, enjoyable creative experiences that promote learning and development
- Offers guidance for preparation and delivery of your project
- Supports any specific learning objectives of groups, or those that arise from the Northern Ireland Schools Curriculum or Youth Service Curriculum.



Projects are delivered by experienced artists in community centres, youth clubs, schools, nursery schools and playgroups.

Application Process



To apply you must have an up to date membership with Play Resource. Any member group formally constituted, that operates a Child Protection Policy and has appropriate insurance cover can apply for a Creative Paths arts project.

An application must be submitted to Play Resource at least 4 weeks in advance of the project. Once it has been accepted, groups will receive a letter of confirmation. Our application process offers support to groups in areas experiencing social and economic deprivation, including inner city and rural areas by offering groups access to a bursary.

Bursary Scheme

Play Resource members can apply for a bursary that covers 60% of the artist's fee. It is available to groups who cannot fund the full cost of a workshop who meet the criteria. Groups eligible for a bursary can access a maximum of 12 hours (short project) or maximum of 30 hours (artist residency) contact time per year. This is subject to availability of funds.



The bursary section of the application form must be completed. Groups in receipt of a bursary are required to meet 40% of the artist fee and cover full cost



'Let us know your needs and we can arrange for an artist to deliver a project at your centre. Embark on a Creative Paths project and see where the journey takes you!'

of materials.
For more information contact:
Nicola Hobson (Administrator)
Telephone: 028 9035 7546
Fax: 028 9075 5596
E-mail: nicola@playresource.org
Website: www.playresource.org

Group Requirements

Groups participating in our programme are required to:

- Provide adequate facilities for the arts activity
- Undertake a planning meeting for any project 8 hrs+ or telephone the artist for workshops less than 8 hrs
- Ensure that materials for the workshop are collected/purchased in advance of the workshops
- Artists are required to provide groups with a list of materials needed. This should be done at the planning stage.

Purchase & Collection of Materials

The purchase/collection of materials for the workshop or project is the group's responsibility, but with your permission the artist working with your group can make purchases from Play Resource Art & Play Shop using your group's membership. Authorisation to do so must be given in written form either by email to:

shop@playresource.org, or by providing the artist with a letter on headed paper to be presented to shop staff. We recommend a budget for materials is agreed before purchases are made on your behalf.

Supervision

Artists working on Creative Paths are not permitted to work on a 1-1 basis with an individual child/young person, or with unsupervised groups of children/young people. The following are recommended ratios:

For youth work is 1 adult: 8 children aged 3-7 yrs, and 2 adults for up to 20 children and young people age 8yrs+.

For primary school is 1 artist and 1 teacher: 30 children, for practical workshop activities.

Secondary School is 1 teacher and 1 artist: 26 young people, for practical workshop activities.

When very young children are participating or in particular contexts e.g. in moderate or severe learning difficulties schools, recommended ratios may be lower. Specialist advice should be sought.



Payment & Fees

Groups in receipt of a bursary will be invoiced for 40% of the artist's fee and will not be required to contribute to the preparation or planning fee.

Groups not in receipt of a bursary will be invoiced for the following:

Artists Fees: set at a rate of £30 per hour.

Cost of planning visit (if applicable):

£25 (return mileage up to 50 miles)

£50 (return mileage over 50 miles)

£75 (return mileage over 100 miles)

Preparation Fee: £10 preparation fee per session is paid to artists. Artists must not negotiate payment of additional preparation time directly with the group.

Mileage (if applicable): artists that travel beyond a 10 mile radius to the workshop are paid mileage at a rate of 40p per mile.

Feedback & Evaluation

In order to develop our programme, plan for the future and meet the needs of our members we rely on the feedback you provide through a short evaluation form. This is an essential part of the programme and must always be completed.



Artist Information & Requirements

Artists employed by Play Resource will receive the following in advance of a project:

- Contract that must be signed and returned before the start of the project
- Payment form(s) must be returned on completion of a project, or at the end of each month for extended projects. They must be countersigned by the supervisory adult
- An evaluation sheet must be returned with the final payment form
- A planning sheet must be completed with the supervisory adult during the planning meeting for any project 8 hrs+, or complete it by telephone for a project under 8 hrs. Please discuss the following:

1. Procedures for responding to concerns.
2. Dates of closure that might occur over the time frame of the project.

3. List of materials needed for the project. The purchase and collection of materials for the workshop is the groups responsibility but an artist may be given permission to purchase materials on behalf of a group under their Play Resource membership. Authorisation to do so must be given in written form either by email to: **shop@playresource.org**, or by providing the artist with a letter on headed paper to be presented to shop staff. We recommend a budget for materials is agreed before purchases are made on the groups behalf.



For any administration enquiries please contact:

Nicola Hobson (Administrator) on 028 9035 7546 or

Email: nicola@playresource.org

Artists are required to:

- Adhere to Play Resource's *Child Protection Policy*. Where a group does not follow our requirements as outlined in the policy, the artist is required to leave the workshop as soon as possible without putting children at risk
- Any Child Protection issue must be reported immediately to the Designated Officer (Bridget Lindsay) or Deputy Officer (Gail McGarvey) at Play Resource
- Inform relevant staff at Play Resource of any problems occurring during a Creative Paths project, including cancellation or postponement of the project by group/artist. Should this occur a suitable date for all concerned should be arranged.

Contact: Bridget Lindsay (Arts Manager) on 028 9035 7542

Email: bridget@playresource.org

Development of the Project

Artists should encourage groups to examine ways in which the project can be developed.

Any art work generated through our Creative Paths Programme will remain the property of the group and Play Resource. Additional time for a workshop will be reviewed only in consultation with the group.



Equal Opportunities Policy

Play Resource operates an *Equal Opportunities Policy* that must be adhered to - the artist(s) employed to undertake projects as part of our Creative Paths programme must not undertake work of a political or sectarian nature.



Play Resource
centre for arts, play and education

Child Protection Policy

It is the policy of Play Resource to safe guard the welfare of all children by protecting them from, physical, sexual and emotional harm.'

'Play Resource aims to provide children and young people with the highest possible standard of care by setting in place our child protection policy and procedures in line with the common law Duty of Care and *Best Practice Child Protection Guidelines* developed by Volunteer Development Agency on behalf of the Arts Council of NI.

The Director of the Play Resource will take a lead role to ensure that child protection procedures as set out in The Children (NI) Order 1995, are fully implemented and the fundamental principle in childcare law and practice, that the welfare of the child must always be the paramount consideration in decisions taken about them.

It may be deemed appropriate that the Director should delegate tasks and functions to key staff at different levels to ensure that correct procedures are followed. Bridget Lindsay is the Designated Officer and Gail McGarvey is the Deputy Officer through which any Child Protection matters related to the work of Play Resource should be addressed.

It is essential that all workers are made aware of, and understand, Play Resource child protection policy, procedures and guidelines. To this end staff will be given adequate time to study documents and will attend training where appropriate.

The Director will have the role of liaising with those agencies that have statutory responsibility for protecting children, e.g. HSS Trusts, PSNI, and the NSPCC under the Royal Charter.

Guidelines of Good Practice

- Play Resource require artists who are working with children and vulnerable adults (in a paid or unpaid capacity) to undertake an Access NI check
- Artists undertaking arts outreach work with children/young people, do not work in an unsupervised situation i.e. a teacher, youth worker or carer must always be present and responsible for the care of children/young people. However, in an exceptional circumstance where an artist is left unsupervised, they should always make sure the room is well lit, the door open and they attract the attention of another staff member as soon as possible
- Any breach of the Child Protection Policy that occur during an arts outreach workshop must be reported to the designated Child Protection officer(s) at Play Resource
- Artists must familiarise themselves with Play Resource Creative Paths Information Pack and Codes of Behaviour available for download from our website www.playresource.org

Play Resource regularly reviews its procedures as outlined in this policy.

Reporting Concerns

Any allegation about an artist/member of staff or volunteer must be referred to the Designated Officer or Deputy Officer, who should then pass it on to the Director of Play Resource. The Designated Officer or Deputy Officer should liaise closely with statutory agencies and seek advice with regards to possible concerns. There may be instances when an allegation may not necessarily lead to a referral to a statutory agency. For example, a one-off incident may be considered to be a training matter as opposed to a matter for referral (e.g. a worker shouting at a child who has misbehaved may not be knowledgeable in behaviour management, in which case training should be sourced and the code of behaviour re-visited with the worker). Serious incidents should be referred to the PSNI.

If a referral about a criminal offence is made to the PSNI and it instigates a criminal investigation, an organisation should not conduct an internal investigation or gather evidence that could prejudice a criminal investigation.

In the case of an allegation against one of the Designated Officers, a referral should be made to the other Designated Officer, an identified individual in a senior position (e.g. the Chairperson) or directly to a statutory agency.

As well as following child protection procedures and reporting allegations to the statutory authorities (if appropriate), an organisation should follow its own internal disciplinary procedure for paid staff and the equivalent procedure for volunteers (Our Duty to Care, Appendix 21). The Designated/Deputy Officer will deal with the child protection procedure and the head of the organisation will deal with the disciplinary procedure.

What may constitute a concern about a child?

A concern relates to the possibility of a child suffering harm or abuse. Indicators of this may include:

- Sudden, unexplained or worrying changes in behaviour (e.g. becoming withdrawn, displaying sudden outbursts of temper or displaying inappropriate sexual awareness for their age)
- Physical signs or symptoms that may be indicative of abuse (e.g. unexplained or suspicious injuries or for which the explanation given seems inconsistent, or a change in their physical appearance for no apparent reason)
- Worrying remarks made by a child
- A situation where a child has been exposed to potential risk of harm
- Due to the nature of expressivity involved with all arts forms, workers should be aware that children may express their emotions in different ways. Any concerns about a child should be reported in line with the reporting procedure.

In addition, workers should be mindful that a disability may:

- Appear to 'explain' signs and symptoms (e.g. if a child had a pattern of bruising, workers should not automatically attribute this to the disability and dismiss the possibility of abuse)
- Result in a greater dependency on adults (e.g. intimate care) and that the child may be accustomed to being cared for by a number of different people. This may make it more difficult for a child with a disability to recognise abusive behaviour and differentiate between appropriate and inappropriate touch
- Make it difficult for a child to communicate an abusive experience to others. Similarly, it may be difficult to convey information to a child with a disability
- Make workers more reluctant to accept that children with a disability can be abused.

What is a disclosure?

A disclosure is when a child tells a worker that they have been or are being harmed or abused in some way. This may constitute physical, sexual or emotional abuse, neglect or bullying.

Dealing with disclosure

If a child makes a disclosure, it is important that you:

- Stay calm - do not panic!
- Reassure the child that they have done the right thing in telling
- Listen to what the child is saying, do not rush them or ask leading questions
- Do not promise to keep secrets, as the child's welfare is paramount and you must pass this information on to the Designated Officer or Deputy Officer
- Record in writing what was said and/or observed as soon as possible so that you do not forget any information and try to write exact words if possible
- Report without delay according to Play Resource reporting procedure
- Record you made the report.

What is a concern or allegation about the behaviour of a worker?

- Inappropriate or unacceptable behaviour or communication, favouritism or negligence, or a breach in the code of behaviour may constitute a concern about the conduct of a worker
- An allegation about a worker occurs when a child, parent/guardian or another worker reports specific unacceptable behaviour where a child has been harmed or abused in some way.

Responding to concerns, disclosures and allegations

Workers should be aware that other areas of a child's life may affect their behaviour at a given moment (e.g. separation anxiety, homesickness or bereavement). In some instances, it may be appropriate for a worker to check out a concern with the child, parent/guardian, colleague or supervisor.

Similarly, there will be times when it is inappropriate to check out a concern, particularly (but not exclusively) in relation to a disclosure or an allegation. It is not the worker's responsibility to investigate a concern or decide if abuse or harm has occurred. Workers simply need to ensure that all information is passed to the Designated Officer or Deputy Officer without delay.

All concerns, disclosures and allegations should be recorded and passed to the Designated Officer or Deputy Officer as outlined in the reporting procedure, no matter how insignificant the information may seem and regardless of whether it relates to situations internal or external to an organisation (i.e. any concerns connected to a family or school situation should be noted as well as concerns within an organisation).

Creative Paths - Code of Behaviour

The primary goal for Play Resource working with children/young people is to create a safe environment where they can grow, develop and access new experiences. Our Code of Behaviour helps to protect children, young people and vulnerable adults and also artists working with children in their group.

Do

- Be supportive, approachable and reassuring. Show respect, be patient and listen to children
- Treat and value children as individuals, with consistency, fairness and equality
- Offer support and empathy in a manner appropriate to age, stage and gender of a child - always in an open and transparent manner and within context e.g. if the child is distressed
- Set a good example by using appropriate attitude, demeanour & language at all times. Wear clothing that is appropriate to the art form and artistic need
- Ensure that any time spent with children takes place in as open a setting as possible. Respect a young person's right to personal privacy
- Provide clear instruction, clarify meaning and establish clear boundaries
- Involve children in the decision making process as much as possible (e.g. planning activities). Encourage leadership, responsibility and participation in activities
- Focus on the child and what they really want to do - it could be more damaging to push a child who is not ready, to take part in an activity
- Encourage children to do as much as possible for themselves to instil confidence. Support them to make choices to find acceptable ways to express their feelings. This will enable children to have the self-confidence and vocabulary to resist inappropriate approaches.

Avoid

- Spending periods of time alone with children
- Physical contact that is out of the art form context. Any required physical contact should only take place with the child's consent, any resistance should be respected
- Taking children alone in a car on journeys, no matter how short. If this is necessary, try to take more than one child and ensure that they are seated in the back of the vehicle. It should also only take place with the full knowledge

and consent of the leader/supervisor in charge and the child's parents/guardians. They should also know the route that will be taken and the estimated time of arrival.

Never

- Show favouritism towards a child
- Promise to keep secrets
- Belittle or demean children or other workers
- Shout at/argue with children or other workers in a humiliating/patronising/threatening manner
- Embarrass, ignore or single out a child
- Give unnecessary orders or orders which humiliate/instigate fear in others
- Allow or engage in inappropriate touching (kissing, hitting, smacking etc.)
- Engage in sexually provocative/inappropriate games (including horseplay). Any contact activities must be part of the planned activities for the group and clearly supervised
- Make sexually suggestive comments about or to a child, even in jest
- Abuse privileges/own position
- Give your personal contact details to children; organisational details should be used instead
- Text/telephone/e-mail children on a one-to-one basis unless with parental consent and for a specific purpose
- Invite/accept invites from children for social networking websites
- Let allegations a child makes go unrecorded or leave issues unresolved
- Teach or give instruction that is outside your remit
- Be under the influence, or recovering from the effects of, alcohol/illegal substances
- Leave children unsupervised
- Allow children to use language that is deemed inappropriate or offensive to others within the group
- Do things of a personal nature for children that they can do themselves
- Take children to your home (or their own home if a parent/guardian is not there to meet them).

Physical contact

There will be instances when physical contact with a child is unavoidable and appropriate within the context. The following are guidelines for appropriate and inappropriate physical contact.

Appropriate

- Context dependent touch (e.g. Demonstration of arts activity within a supervised environment)
- Assistance to avoid embarrassment (e.g. offering to help a child to their feet if they fall)
- Offering comfort to a distressed child, in response to the child's needs
- Preventing injury (e.g. Catching a falling child, appropriate restraint)
- Handshake and 'hi-fives'
- Taking measurements/fittings for costume
- Emergency costume repairs while a child is wearing a costume during a performance
- Assisting children with planned costume changes in the wings/backstage.

Physical touch should only occur:

- When appropriate and the reason for it has been explained to the child and consent given
- In an open and transparent manner and in view of others
- When it is appropriate to the age and developmental stage of the child and in response to the needs of the child
- As lightly and sensitively as possible. Avoid standing behind the child whenever possible.

An artist/staff member who feels something may have been misconstrued should address this without delay with the child/supervisor.

Inappropriate

- Touch which is unnecessary/unexplained/out of context/out of normal environment/in response to adult's needs/without consent
- Sustained and prolonged 'appropriate' touch
- Kissing
- Touch of breast, groin or buttocks
- Horseplay (adults - child; between peers)
- Sexual gestures
- Slapping/hitting (even in jest)
- Holding hands (unless in context e.g. assisting very young children with crossing the road).

Positive attitude

Artists should bear in mind that children are individuals and any resistance from a child should be respected. A child should not be pressurised into continuing with an activity if it communicates or displays anxiety or distress.

Children will display their feelings in different manners, some may be more affectionate than others; in these instances, it is important that artists are familiar with the behaviour and needs of a particular child and that all contact takes place in an open and transparent setting to minimise the risk of a circumstance being misconstrued and to provide safeguards for that child. To minimise the circumstance for physical contact, it may be appropriate for artists to demonstrate on an adult or put children into pairs/small groups and provide advice and feedback on the process. Ultimately, this will be dictated by the nature of the activity. Workers must remember that the safety of a child comes first.

Reasonable force

There may be circumstances when it is necessary to restrain a child to prevent injury to them (e.g. child who is about to walk in front of a moving vehicle) or others (e.g. child attacks another child or worker). In all instances, reasonable force should only be used in emergency situations when it is necessary to do so and only the minimum force should be used.

Shouting

Shouting at a child in a threatening, patronising or derogatory manner is unacceptable; however, appropriate shouting within the context of an activity (e.g. Rehearsals or a theatre performance) may be required when children need to be alert and ready to respond. In many instances, workshops and technical rehearsals involve loud music, participants are excited and boisterous, the environment is often chaotic and the schedule may be running behind time. The importance of following direction and instruction given by the artistic team in these situations may make shouting appropriate and contextual as part of the learning process for participants.

Anti Bullying

Play Resource is committed to providing a caring, friendly and safe environment. Bullying is unacceptable and children are encouraged to tell a leader about any incidents so these can be dealt with promptly and effectively. Bullying is defined as the use of aggression with the intention of hurting another person, resulting in pain and distress to the victim which will negatively impact on their wellbeing. In many instances, there are three parties involved - the bully, the victim and the onlooker.

Bullying can be categorised as:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence against another person
Racist	Racial taunts, graffiti, gestures
Disability	Gestures, taunts and exclusion on the grounds of disability.
Gender	Unfriendliness and exclusion.
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on, the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Internet, e-mail and internet chat room misuse; mobile phone threats by text messaging, Bluetooth and phone calls; misuse of associated technology i.e. camera and video facilities.

Every child has the right to be treated with respect - no one deserves to be a victim of bullying and children who are bullying others need to learn different ways of behaving. Bullying of any kind should not be tolerated.

Procedures for reporting bullying are:

- Report incidents of bullying to the Designated Officer/Leader without delay. The leader should make a record of the reported incident and measures taken to tackle the bullying behaviour in line with the groups Anti Bullying Policy. If necessary, the PSNI may be consulted
- After the bullying has been investigated and dealt with, the situation should be monitored to ensure a repeat incident does not take place.

Issue Based work

Some activities may involve discussion about sensitive topics, such as drugs, bullying or racism. Artists should ensure that such activities are appropriate to the age and stage of development of the children in the group and within context. Such activity should only take place with guidance and within a controlled environment (e.g. a role play activity).

Artists should be positive role models for children in areas such as friendliness, care, respect and courtesy. They should praise and endorse desirable behaviour, such as kindness and willingness to share, and avoid situations where attention is given only in response to undesirable behaviour.

Planning Sheet - *Creative Paths*

This sheet should be read in conjunction with the **Code of Good Practice**

Planning & action points Purpose Agree aims & objectives of workshop, e.g. curriculum links	Agreed project/workshop details
Participants Age <input type="text"/> Number <input type="text"/> Adult to children ratio <input type="text"/>	
Special needs	
Previous arts experience(group)	
Procedures Confirm awareness Code of Practice & Child Protection <input type="checkbox"/>	
Agreed work plan	
Identify how/if the project will be recorded	
Check List <input type="checkbox"/> timetable <input type="checkbox"/> workspace/storage <input type="checkbox"/> equipment/materials-	
Clarify and agree roles/actions	
Share contact details	