



Children in Entertainment

Chaperone Information Pack

Further Advice and Guidance may be obtained via:
Business Support Team Central 1b,
Children's Services,
Dorset Council, County Hall, Dorchester, DT1 1XJ
01305 224143 / childperformances@dorsetcouncil.gov.uk

If you are worried about the safety or wellbeing of a child or young person who lives in Dorset, and the nominated safeguarding person on the production is not present, you can contact the **Family Support and Advice Line** (previously known as ChAD):
01305 228558 / familysupportandadvice@dorsetcouncil.gov.uk

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Notes on the Duties of the Chaperone

A chaperone may be either sex, but in the Regulations, they are referred to as a 'matron' and as a 'she', similarly the child is referred to as 'he'

The chaperones first duty is to the children in their care. Whilst engaged as a Chaperone no other activity should be undertaken which would interfere with chaperoning duties. The chaperone is in loco parentis, except when the child is being taught by an approved teacher, and so should exercise the care which a good parent might reasonably be expected to give. The chaperone is legally allowed to oversee up to 12 children at any one time. Best Practice is 2 chaperones to 12 children but bear in mind number and mix of children. Make sure there is a contingency plan for chaperone illness or emergencies situations.

The chaperone should complete the relevant timesheets, which should be supplied by the licence holder, showing details of the times that the child arrived and left the place of performance, signature of collector and their relationship to the child. There is an example at the back of this document.

The child should only be collected by the parent or legal guardian, if the child is to be collected by another, the chaperone must have written consent prior to collection. Example: I (name of parent) give (Collectors name) permission to collect my child on (dates) Signed.

If the child is working in the theatre, the times when he should attend and when he should be on stage must be known in advance. They must come within what is permitted in the licence.

The chaperone must be sure that when a child is not performing, he is properly supervised, has adequate meals and sufficient rest and recreation. The child should never be left on their own. This applies to all young people up until they are school leaving age (the last Friday in June of year 11).

Children need to have their own toilet facilities. There should be a sign on the door for 'Children only'. The chaperone should take the child to the toilet, check the facilities prior to use, then accompany child back once used. If an individual toilet is not available, one cubicle in a block must be for use by children only, the chaperone should check room is clear then exit while child is present making sure no-one enters the room while the child is in there.

No child should perform when unwell. If a child falls ill, or is injured, while in the chaperones charge, first aiders should be contacted, and the licence holder should immediately inform the child's parent and the licensing authority. The Chaperone should be aware of what first-aid provisions there are at the place of performance.

The chaperone should have available a list of telephone numbers or addresses where parents may be contacted in case of emergencies. It is good practice to have this information on a medical declaration form which will be completed by the parent when the child is cast.

The chaperone should ensure that she knows the procedures for evacuating the building in case of fire and the escape routes from whatever rooms the child is likely to use.

For the validity of the child performance licence, an officer of the local authority may visit the place of performance. Their responsibility is to ensure that the legislation is being complied with and that the child is being properly cared for. They will wish to see the dressing room used and any other accommodation. They will wish to meet the chaperone(s). They should discuss with the head chaperone any difficulties or problems that she has. If the chaperone is felt to be discharging her duties in any unsatisfactory way, the approval of the licensing authority may be withdrawn.

If any concerns arise the chaperone should not hesitate to contact the Child Licensing Officer who issued the licence under which the child is performing.

Child Protection and Safe Practice

The following summary is intended as a brief guide to heighten awareness of child protection responsibilities and safe practice. In addition, it provides advice on recognising and referring suspected or actual abuse.

Safe Practice

Anyone who comes into contact with child performers (production company staff, cast and crew, including dressers and make-up artists) should be mindful of their conduct. This includes:

- use of appropriate language, touch, and general behaviour.
- avoidance of any unnecessary physical contact.
- refraining from lone contact or meetings with individual children.

It is the chaperones responsibility to oversee, and monitor, this contact.

Allegations

If an allegation is made against a member of the production company staff, cast, crew or chaperone, full co-operation will be sought from those in charge, the individual member of staff and the licensing authority. It may be necessary to exclude from the theatre/rehearsal rooms the person against whom the allegation is made or ensure that they do not have unsupervised contact with children.

Personal Support

Theatres should have a child protection policy and a nominated person who can offer support and advice. The chaperone must familiarise themselves with this policy prior to chaperoning, and ensure they know who the nominated person is.

Records

If there are concerns, records kept of significant events or conversations will assist with any referral and subsequent investigation. They must be dated and should always differentiate between facts, opinion, or judgement.

Action

If there are concerns about the wellbeing of a child in your care, they must be reported to the nominated child protection person within the production so they can make a referral:

Family Support and Advice Line (previously known as ChAD):
01305 228558 / familysupportandadviceline@dorsetcouncil.gov.uk

If they decline to refer the matter on, you should do so yourself by using the above contact details. Further information, and out of hours contact details, can be found here: [Worried about a child - Dorset Council](#)

Child Protection issues are always difficult to deal with. It is an unfortunate fact that adults with an inappropriate interest in children infiltrate areas where children are known to be. Child protection is everyone's responsibility, so all concerns must be taken seriously, and escalated or referred as appropriate.

The chaperone must do everything possible to protect the children in their care.

Gender Identity

Guidance from the NNCEE (National Network for Children in Employment and Entertainment) regarding gender – Published June 21

People who may not identify as male or female.

People who feel that the sex/gender they were assigned at birth does not match or sit easily with their sense of self may use other ways to describe themselves. Some young people don't identify as 'male' or 'female' or may not feel happy using either 'male' or 'female' facilities. Providing 'gender neutral' facilities – irrespective of how they identify can help create a more inclusive environment for everyone. Equally some young people may not be keen to change / undress in front of others.

Focus on the common language you use every day:

- With individuals – ask for their name, pronoun, or title.
- With groups – avoid using collective gender specific terms e.g., 'boys', 'ladies' Start with gender neutral language e.g., "Hello, everyone," or "Hey, team." You'll want to avoid "Hey, guys", or similar phrases, since "guys" is typically masculine.
- Use the name they wish to be known as now, even if this is different to their birth name – this is known as deadnaming and be very hurtful and offensive to the individual.
- Listen, don't label.
- Be led by the person – ask if you need to.
- Mistakes? Don't over-worry; apologise and move on.
- Challenge inappropriate language.
- Be an ally and help foster equality.

Terminology

There are various descriptions for peoples identify or genders taken from [The A-Z Of Gender: A Few Definitions. What does it mean? – Brook & List of LGBTQ+ terms \(stonewall.org.uk\)](#)

Cis, cis man or cis woman

Describes a person whose gender identity is the same as the gender they were assigned at birth.

Trans / 'Gender Reassignment'?

Describes anyone whose gender is not the same as the gender they were given when they were born, "a person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex." (Equality Act 2010, Section 7)

Non-binary

Someone whose gender doesn't fit into the gender binary. It is a term that is an identity, and it is also an umbrella term for various gender identities such as genderqueer, bigender, gender fluid and pangender.

Gender dysphoria

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.

Gender fluid

This describes someone whose gender is not fixed; their gender may change slowly or quickly over time and can switch between different gender identities and expressions. Each gender fluid person's experience of their gender is unique to them.

Gender neutral

Lots of things are 'gendered', which means they are associated with masculinity or femininity. If something is gender neutral, then it means it is not associated with a gender, which means it has no limitations to use that are based on the gender of the person using it.

Intersex

This describes a person whose biology doesn't easily fit into the 'male' or 'female' sexes.

Pangender

'Pan' means 'all' and describes someone whose gender is made up of several different genders. A pangender person may consider themselves a member of all genders.

Chaperone Guidance

- Involve the person – what are their wishes, how do they identify, what do they want to be called?
- Make some announcements if they would find that supportive etc.
- Create a supportive environment where the person feels emotionally / physically safe; assign a named support person (if they feel that is helpful and needed)
- Make the necessary changes:
- Use the person's new name, pronouns, and title.
- Update records / documentation / ID / email
- Provide access to appropriate toilets / changing rooms.
- Enable access to medical appointments.

Mermaid Trans Inclusion school's toolkit ([Resources for Professionals - Mermaids \(mermaidsuk.org.uk\)](https://mermaidsuk.org.uk)) made the following suggestions that can apply to all people:

Toilets

Children and young people have the right to access the toilet that corresponds to their gender identity. Single gender toilets can cause issues for children and young people who do not identify with a gender binary such as boy / girl. Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason (disability, trans, non-binary, faith) should be provided access to a single stall toilet, but no child or young person should be required to use such a toilet.

Ideally, and where funding and space allows, performance/modelling settings should provide a mixture of access to toilets that includes:

- Single gender toilets
- Blocks of floor to ceiling toilets that can be used by all, with sanitary bins in each cubicle ('toilets for everyone')
- Accessible single toilets.

Performance/production settings will want to discuss with the person, pupils, and students and if appropriate their families which toilet provision they would feel safest using. Performance/production settings may be concerned about the responses of some parents and carers to pupils using the toilets or changing rooms that correspond to their gender identity and persons responsible for productions can reassure themselves and the wider community that this is supported by the Equality Act and not in any way a safeguarding issue.

When a parent or carer raises a concern about the safety of their child when spending time in the company of an identified child/young person or staff member, support work should be aimed at answering the question 'how can we make your child feel safer?' rather than compromising the rights of the other person.

Changing Rooms

The use of changing rooms by children/young people should be assessed on a case by-case basis in discussion with the children/young people. The goal should be to maximise social integration and promote an equal opportunity to participate in any type of performance, ensuring the safety and comfort, and minimising stigmatisation of the child or young person.

In all cases, children/young people should have access to the changing room that corresponds to their gender identity.

Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area or with a separate time to change.

Any alternative arrangement should be provided in a way that protects the child or young person's ability to keep their identity confidential.

Many cis children and young people can also feel uncomfortable when changing and it is important to ensure that these are safe environments for all by challenging underlying attitudes and bullying behaviours.

Where other changing rooms are used this may mean more chaperones are needed to ensure that all the children are appropriately supervised.

Other options that could be considered are:

- Children arrive in a base costume that they can put their main costume on when they arrive.
- Cubicles / curtains in changing room for all children.
- Reviewing equalities policies and or providing training for staff, cast and crew.
- Chaperones stepping out of the changing room (but standing outside the door) whilst children are changing.
- Limiting the number of adults in changing rooms.

Names on licences

Stage name have often been recorded on licences along with the child's birth name. Some LA's have decided to use the name the child currently uses if this is different to their birth name. It is not LAs role to highlight to a production company that a child or young person has changed their gender or identity and they have a right to confidentiality.

We are aware that some parents and or children fear not getting roles or being typecast in certain roles only. However, we strongly advise parents and children / young people to speak with the production to ensure that appropriate support in place if needed.

Useful references

Children and Young Persons Act - [Children and Young Persons Act 1963 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1963/42)

The Children (Performances) Regulations 1968 - [The Children \(Performances\) Regulations 1968 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/1968/1225/contents/make)

The Children (Performances) (Amendment) Regulations 2000 - [The Children \(Performances\) Amendment Regulations 2000 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2000/2688/contents/make)

The Children (Performances and Activities) (England) Regulations 2014 - [The Children \(Performances and Activities\) \(England\) Regulations 2014](https://www.legislation.gov.uk/uksi/2014/1251/contents/make)

Licensing Legislation - [Child performance and activities: licensing legislation - GOV.UK](https://www.gov.uk/guidance/child-performance-and-activities-licensing-legislation)

Dorset Council Website - Performance licences for children and chaperone licences - [Child performance licence - Dorset Council](https://www.dorsetcouncil.gov.uk/info/20063/child_performance_licence)

Dorset Council Privacy Notice - [Chaperone, performance licence and work permit privacy notice - Dorset Council](https://www.dorsetcouncil.gov.uk/info/20063/chaperone_performance_licence_and_work_permit_privacy_notice)

National Network for Children in Employment & Entertainment - [NNCEE - National Network for Children in Employment & Entertainment](https://www.nncee.org.uk/)

Dorset Safeguarding Children Partnership - [Pan-Dorset Safeguarding Children Partnership - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership](https://www.dorsetcouncil.gov.uk/info/20063/pan-dorset-safeguarding-children-partnership-bcp-safeguarding-children-partnership-and-the-dorset-safeguarding-children-partnership)

Family Support and Advice Line - [Worried about a child - Dorset Council](https://www.dorsetcouncil.gov.uk/info/20063/worried-about-a-child)

NCPCC – Protecting Children in Entertainment - [Protecting children in entertainment training for chaperones | NSPCC Learning](https://www.nspcc.org.uk/learn/protecting-children-in-entertainment-training-for-chaperones/) & [Safeguarding in the performing arts | NSPCC Learning](https://www.nspcc.org.uk/learn/safeguarding-in-the-performing-arts/)

Dorset Council Chaperone Training - Safeguarding and Child Protection Training for Chaperones - [Safeguarding and Child Protection Training for Chaperones v1 2 video](https://www.dorsetcouncil.gov.uk/info/20063/safeguarding-and-child-protection-training-for-chaperones-v1-2-video)

DBS Update service - [DBS Update Service - GOV.UK](https://www.gov.uk/guidance/db-update-service)

Helpful Hints

Do:

- **Get to know the children you are chaperoning**—you may spend a considerable amount of time with them when they are not performing.
- **Check the child is comfortable**—you are the person to whom the child looks to for guidance, protection, and clarification.
- **Be the child's champion**—exercise discretion (within legislation) where it is in the best interests of the child.
- **Stand up for the child above production pressures**— be able to say no when what is requested of the child is contrary or detrimental to the child's health, well-being and/or education.
- **Get to know the company/organisation you are working for**— report any concerns and know who to report them to and know what to do in each case, challenge people and/or behaviours.
- **Establish who is collecting each child and verify this when they are being collected**- do not just take the child's word for who is picking them up.
- **Get to know the other chaperone(s)**—if there are any, productions run more smoothly if you work as a team, pass on any tips you feel may be of use. If there are more than one set of children involved in the production it may be useful to have a book in which you can communicate with the other chaperones e.g., who has been unwell, who may be causing concern. This is obviously not to be shared with the children.
- **Complete the timesheets for each performance**— if it isn't obvious, ask where they are kept. Please make sure you complete actual times and not just tick the boxes to indicate the children are there / have left.
- **Ask to see a copy of the licence the child is performing under – be confident to ask.**
- **Be alert to all possible risks to the child.**

Don't:

- **Give your own child preferential treatment if they are involved in the production** - this causes ill feeling amongst other children, and you are there for all the children in the production not just your own.
- **See chaperoning as a chance to catch up on your texting/personal life** - just because the children may not need all your attention all the time does not mean you shouldn't be aware of what they are doing.
- **Complete timesheets in advance** - fill in the names of the children but don't assume you know what time they will finish; anything could happen to change this.
- **Let the child perform if unwell.**
- **Take photos or videos of the child.**
- **Use inappropriate language or smoke while chaperoning.**
- **Consume alcohol or drugs or be under the influence of either**
- **Wear inappropriate clothing.**
- **Leave the child alone with another adult (unless it's their parent/teacher or another licenced chaperone).**

Permitted Times of Performances

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

Chaperone Checklist

	Check List - For Arrival at a Venue	Completed
1	Familiarise yourself with the venue's layout	
2	Complete visual risk assessment and identify all hazard area's	
3	Locate all fire exits and the assembly points	
4	Locate first aid facilities and first aider(s)	
5	Ensure you are familiar with the production company's safeguarding policy and know the name of the person responsible for child protection and safeguarding	
6	Acquire a list of children you will be responsible for	
7	Check each child's performance licence	
8	Ensure you have emergency contact numbers for each child (best number to call)	
9	Where relevant, ensure you have details of any medical conditions for each child e.g., inhalers used	
10	Check total number of chaperones	
11	Check total number of children and ensure there is a process and document for recording arrival times, departure times and break times for each child.	
12	Arrange Fire Drill with alarm for children	
13	Inspect dressing rooms (separate to adults and separated by gender for 5 years and over)	
14	Locate and inspect toilets, ensure specific toilets for children	
15	Locate and inspect school room - if applicable	
16	Locate and inspect meal room and arrangements - if applicable	

Example Daily Record Sheet

The below displays a timesheet template that should be completed for each performance.

Daily Record Sheet

The Children (Performances and Activities) (England) Regulations 2014

Name of Production		
Production Contact Name		Place of Performance/Rehearsal
Other Contacts		Date of Performance/Rehearsal
Chaperone/Tutor Name		Child's Licensing Authority
		Chaperone/Tutor Licensing Authority

[illegible]