

The information contained within this document is intended to support the completion of a safeguarding risk assessment; other controls may be implemented.

Hazard	How might harm occur?	Controls
<b>Conduct</b>	<p><b>Challenging behaviour</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Refusal/withdrawal</i></li> <li>• <i>Defiance</i></li> <li>• <i>Physical disruptive behaviour</i></li> <li>• <i>Attention-seeking</i></li> <li>• <i>Disrupting others</i></li> <li>• <i>Non-compliance</i></li> </ul>	<ul style="list-style-type: none"> <li>• Outline behavioural expectations from engagement stage</li> <li>• Provide an age-appropriate safeguarding briefing</li> <li>• Maintain regular updates with parents/carers</li> <li>• Follow parental advice for positive behaviour management</li> <li>• Provide a safe space for the child to calm down/refocus</li> <li>• Deploy proven de-escalation strategies</li> <li>• Be consistent in response to challenging behaviour</li> <li>• Reiterate behavioural expectations and consequences</li> <li>• Ensure emergency contact details are up to date</li> <li>• Support other children who may witness challenging behaviour</li> </ul>
	<p><b>Exposure to adult content</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Hearing swearing, adult jokes</i></li> <li>• <i>Adult themes in conversation</i></li> <li>• <i>Seeing adults smoking or drinking</i></li> <li>• <i>Being present during filming of sexual or violent content</i></li> <li>• <i>Seeing costumes, scripts or props with adult themes</i></li> <li>• <i>Witnessing adults being disrespectful</i></li> <li>• <i>Exposure to bullying or discrimination</i></li> <li>• <i>Observing adults ignoring health &amp; safety rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consult Editorial Policy</li> <li>• Comply with BBC Editorial Guidelines to avoid exposing children to adult themes, sexualisation, or psychological manipulation.</li> <li>• Have a BBC Safeguarding Specialist, a qualified child welfare advisor, or a safeguarding lead review all scripts, storyboards, and concepts before filming. Seek advice from Editorial Policy for where this is necessary.</li> <li>• For complex or high-risk content, where appropriate involve independent child psychologists or ethics advisors during development.</li> <li>• Evaluate material for psychological impact based on the child's age, experience, maturity, and role in line with due care to contributor.</li> <li>• Clearly communicate any sensitive themes to parents/guardians and where appropriate to children before participation (e.g., bullying, crime, illness).</li> <li>• Ensure there is documented informed consent for each potentially distressing or controversial scene.</li> <li>• Confirm the child understands and agrees, based on the amount of information it is appropriate to share (with support, not pressure).</li> <li>• Ensure licensed chaperones are present during any rehearsals, filming, or discussions involving sensitive content.</li> <li>• Parents must consent to the individual scenes.</li> </ul>

		<ul style="list-style-type: none"> <li>• Where a child must take part in an emotionally complex scene – taking into account their age, maturity, experience and robustness – they will be appropriately prepared in advance and afterwards, will be debriefed in order to process the experience.</li> <li>• Children not to be present at read throughs and on set during the recording of content that may be inappropriate for a child; children will be in a separate room with chaperone and parent/carer to prepare them for the part but not expose them to inappropriate material.</li> <li>• Limit exposure - Children will not witness scenes with nudity, violence, or adult themes.</li> </ul>
	<p><b>Blurred boundaries</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Adult sharing personal details with child</i></li> <li>• <i>Adult showing favouritism to one child</i></li> <li>• <i>Adult having contact with child on social media</i></li> <li>• <i>Using overly familiar or affectionate language in a professional setting</i></li> <li>• <i>Unnecessary physical contact</i></li> <li>• <i>Adults and children sharing accommodation</i></li> <li>• <i>Children present in designated adult areas</i></li> <li>• <i>Adults buying children presents</i></li> <li>• <i>Offering career ‘promises’</i></li> <li>• <i>Children attending adult events</i></li> </ul>	<ul style="list-style-type: none"> <li>• Outline behavioural expectations from engagement stage</li> <li>• Provide an age-appropriate safeguarding briefing with a reminder for young adults about their interactions with younger children.</li> <li>• Ensure young adults (16, 17-year-olds) are supervised by a chaperone, including during free-time/social interactions</li> <li>• Children and adults to be accommodated in different settings/building/floors with adequate supervision on each corridor that accommodates children.</li> <li>• Provide reporting mechanisms for anyone to report safeguarding concerns.</li> <li>• Address reported concerns immediately to ensure the issue does not persist.</li> <li>• Treat 17-year-olds as children under safeguarding law—not adults.</li> <li>• Include a clear policy that defines expectations for interactions between minors and young adults.</li> <li>• Ensure all staff and cast are briefed on this policy.</li> <li>• Involve parents or guardians of 16 / 17-year-olds in understanding what social settings are planned or permitted.</li> <li>• Obtain informed consent for out-of-hours activities.</li> </ul>
	<p><b>Bullying</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Verbal teasing / name calling</i></li> <li>• <i>Exclusion</i></li> <li>• <i>Mocking mistakes</i></li> <li>• <i>Cyberbullying</i></li> <li>• <i>Physical intimidation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Set behavioural expectations from the start for both children and adults.</li> <li>• Provide simple, age-appropriate guidelines for how children should treat one another.</li> <li>• Create an inclusive, respectful culture that discourages bullying - Use icebreakers, group activities, and inclusion games to help cast members bond.</li> <li>• Schedule regular one-on-one or small group check-ins with children to talk about how they’re feeling.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Shouting/humiliating a child</i></li> <li>• <i>Excessive pressure</i></li> <li>• <i>Belittling</i></li> <li>• <i>Passive-aggressive behaviour</i></li> <li>• <i>Undue criticism</i></li> <li>• <i>Undermining confidence</i></li> <li>• <i>Spreading rumours</i></li> </ul>	<ul style="list-style-type: none"> <li>• Provide identified adults (SPOC, chaperone etc) to mediate minor disputes before they escalate into bullying.</li> <li>• All adults (crew, cast, and production staff) must adhere to the BBC Safeguarding code of conduct.</li> <li>• Clearly state that bullying or harassment of any kind may result in removal or disciplinary action.</li> <li>• Ensure completion of training that details what bullying looks like and how to respond to it.</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> <li>• Observe interactions among child cast members to detect cliques, exclusions, or dominance behaviours.</li> <li>• Liaise with parents/carers regularly to build a trusted relationship where they feel comfortable to report concerns.</li> <li>• Keep a confidential record of any complaints or behavioural issues - report to BBC Safeguarding.</li> </ul>
	<p><b>Pressure to comply</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Pressure from senior adults</i></li> <li>• <i>Suggestion of delaying output</i></li> <li>• <i>Hinting that career may be impacted</i></li> <li>• <i>Only giving praise when child complies</i></li> <li>• <i>Dismissing child's discomfort</i></li> <li>• <i>Minimising concerns</i></li> <li>• <i>Peer pressure</i></li> <li>• <i>Time pressure</i></li> <li>• <i>Guilt tripping</i></li> <li>• <i>Comparison</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory safeguarding training for all adults, including high-profile (talent) individuals.</li> <li>• Clear BBC code of conduct/safeguarding briefing outlining expectations around professional boundaries.</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> <li>• Schedule regular one-on-one or small group check-ins with children to talk about how they're feeling.</li> <li>• Liaise with parents/carers regularly to build a trusted relationship where they feel comfortable to report concerns.</li> <li>• Keep a confidential record of any complaints or behavioural issues - report to BBC Safeguarding.</li> </ul>
	<p><b>Inappropriate relationships</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Over-familiarity between adult and child</i></li> <li>• <i>Private contact</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory safeguarding training for all adults, including high-profile (talent) individuals.</li> <li>• Clear BBC code of conduct/safeguarding briefing outlining expectations around professional boundaries when working with children (including those aged 16-17 who are still legally children).</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Grooming behaviours</i></li> <li>• <i>Inappropriate physical contact</i></li> <li>• <i>Socialising off-set/beyond wrap</i></li> <li>• <i>Adult confiding in children</i></li> <li>• <i>Age-inappropriate peer romantic relationships</i></li> <li>• <i>Older teens exerting influence</i></li> <li>• <i>Bullying disguised as friendship</i></li> <li>• <i>Favouritism</i></li> <li>• <i>Lack of professionalism</i></li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safeguarding briefing that is age appropriate.</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> <li>• Avoid shared accommodation or dressing rooms.</li> <li>• Prohibit children from cast parties, pubs, or after-hours social settings; consider a more inclusive alternative to avoid exclusion.</li> <li>• Plan separate, age-appropriate leisure activities when on location.</li> <li>• Liaise with parents/carers regularly to build a trusted relationship where they feel comfortable to report concerns.</li> <li>• Keep a confidential record of any complaints or behavioural issues - report to BBC Safeguarding.</li> </ul>
	<p><b>Unwanted physical contact</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <i>Any physical contact without consent</i></li> <li>• <i>Physical greetings (hugs) without consent</i></li> <li>• <i>Tickling</i></li> <li>• <i>Play-fighting/wrestling</i></li> <li>• <i>Adjusting costume/mic without consent</i></li> <li>• <i>Scripted intimacy being rehearsed without appropriate safeguards in place</i></li> <li>• <i>Pushing, shoving, tripping as a 'joke'</i></li> <li>• <i>Hugging / over-familiarity</i></li> <li>• <i>Inappropriate use of touch as discipline</i></li> <li>• <i>Overly physical celebrations</i></li> </ul> <p><i>Any physical contact must be:</i></p> <ul style="list-style-type: none"> <li>• <i>Necessary</i></li> <li>• <i>Explained in advance,</i></li> <li>• <i>Consented to</i></li> <li>• <i>Supervised</i></li> </ul>	<ul style="list-style-type: none"> <li>• All crew, costume staff, and creative personnel must undergo suitable CRC clearance, to be accompanied with appropriate safeguarding training.</li> <li>• Provide separate, secure, gender-appropriate dressing rooms/private spaces for changing (use curtains or screens to maintain visual privacy within shared spaces).</li> <li>• Children to never change alone with an adult present unless it's their assigned, vetted chaperone or parent/carer.</li> <li>• Staff to be instructed to never touch a child's body directly during costume adjustments. Verbal guidance or use of mirrors/gestures should be the default.</li> <li>• Where physical assistance is absolutely necessary (e.g., to secure a costume), it must be: <ul style="list-style-type: none"> <li>  Explained in advance</li> <li>  Approved by the child and parent/carer</li> <li>  Done in the presence of a chaperone</li> </ul> </li> <li>• Directing must be verbal or visual, not physical. Touching children to "show" blocking, expressions, or positioning to be avoided.</li> <li>• Where physical demonstration is necessary (e.g., hand placement for a dance), get explicit permission and ensure a chaperone is present.</li> <li>• Use of a trained intimacy coordinator for any scenes involving physical closeness, touch, or affection—even innocent gestures like hugging—if not between real family members.</li> </ul>

Hazard	How might harm occur?	Controls
<b>Editorial</b>	<p><b>Identification</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Bullying or harassment</b> – A child identified by name, school, or social media handle could become a target for online or in-person bullying, trolling, or ridicule from peers or the public.</li> <li>• <b>Shame or distress</b> – If the programme discusses sensitive issues (e.g. abuse, neglect, offending behaviour, sexuality, or family breakdown), public identification can lead to embarrassment, anxiety, or long-term psychological impact.</li> <li>• <b>Unwanted attention or approaches</b> – Identifying information (e.g. name, school, home area) can allow individuals with harmful intentions to locate or contact the child.</li> <li>• <b>Abduction or grooming risk</b> – Public exposure can make a child more visible to potential exploiters, stalkers, or those attempting to befriend or groom them.</li> </ul>	<ul style="list-style-type: none"> <li>• Educate parents and guardians on the risks of oversharing their child online.</li> <li>• Work with socials team to minimize exposure and avoid “tagging” child accounts.</li> <li>• Maintain restricted settings on production social channels for child-related posts.</li> <li>• Adhere to Editorial Guidelines 9.4.28 Section 9: Children and Young People as Contributors.</li> <li>• Use pseudonyms, blurred faces, or altered voices, especially in sensitive or reality-based content.</li> <li>• Ensure no identifying details (school, location, social media handles, etc.) are included in the program or press materials.</li> <li>• Obtain specific, informed written consent for any promotional use of the child’s name, image, or likeness in media campaigns.</li> <li>• Educate families and children (age-appropriately) about potential online risks, including: <ul style="list-style-type: none"> <li>  Public scrutiny</li> <li>  Comments sections</li> <li>  Social media doxxing or trolling</li> </ul> </li> <li>• Provide guidance on privacy settings, safe social media use, and how to avoid engaging with harmful commentary.</li> <li>• Actively monitor public channels for abusive or exploitative content related to the child, and act swiftly to report or take down.</li> <li>• Do not tag or promote the child’s real accounts in any publicity.</li> <li>• If social media is used, it should be via parent-managed or show-managed accounts only.</li> </ul>
	<p><b>Lack of informed consent</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Confusion or distress</b> – Without clear explanation, a child may not understand why they are being filmed or recorded,</li> </ul>	<ul style="list-style-type: none"> <li>• Consult Editorial Policy.</li> <li>• Use appropriate language to ensure consent is fully informed and that the child is willing to participate. In addition to parental consent, ascertain the child’s willingness to participate, ensuring they feel empowered to participate or decline.</li> <li>• Parental consent and consent from 16- and 17-year-olds to be in a form capable of proof, usually written.</li> </ul>

	<p><i>leading to anxiety, fear, or embarrassment during or after participation.</i></p> <ul style="list-style-type: none"> <li>● <b>Re-traumatisation</b> – Children involved in sensitive topics (e.g. abuse, bereavement, bullying, crime) could experience emotional harm if they participate without being properly prepared or supported.</li> <li>● <b>Online harm</b> – A child whose identity or story is shared publicly may become the target of online trolling, doxxing, or shaming—particularly if they were unaware of the audience reach.</li> <li>● <b>Long-term impact</b> – Digital permanence means content remains accessible for years. A child’s participation in something they didn’t truly consent to can affect their future reputation, relationships, or employment opportunities.</li> <li>● <b>Unwanted attention</b> – If a child appears publicly without consent or understanding, they may attract attention from strangers, media outlets, or online users, increasing risks of contact or exploitation</li> </ul>	<ul style="list-style-type: none"> <li>● Information to be provided in language that is suitable for the child’s age and comprehension level.</li> <li>● Parental consent to be sought for under 16s.</li> <li>● Parental consent to be sought for 16- and 17-year-olds where content is high-profile, sensitive or it is thought the young person does not have capacity to provide informed consent themselves.</li> <li>● Ensure the parent/carer/adult in loco parentis has full details of what’s expected, including the potential risks and mitigations.</li> <li>● Remove ambiguity about what participation involves before filming starts - offer orientation sessions or materials (e.g. welcome packs or videos) that explain: <ul style="list-style-type: none"> <li>  What will happen on a typical day</li> <li>  Who will be present on set</li> <li>  What is expected from the child</li> </ul> </li> <li>● Give families the chance to meet producers, directors, or child welfare officers to raise questions or concerns.</li> <li>● Explain how content may be edited and where it will appear (TV, streaming, social media).</li> <li>● Ensure children and parents remain comfortable and engaged throughout the process - assign a chaperone to act as the child’s advocate, ensuring their voice is heard during filming.</li> <li>● Ensure understanding is well-documented and not assumed – where appropriate provide printed or digital guides summarising: <ul style="list-style-type: none"> <li>  Roles and responsibilities</li> <li>  Safeguarding measures</li> <li>  Complaints or concerns procedure</li> </ul> </li> </ul>
	<p><b>Online harms</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>● <i>Grooming and sexual exploitation</i></li> <li>● <i>Cyberbullying and doxxing leading to real-world harm</i></li> </ul>	<ul style="list-style-type: none"> <li>● Discourage direct interaction between children and adult talent / fans online.</li> <li>● For over 13s, avoid encouraging child contributors to create or promote public social media accounts - where this is unavoidable, parents/suitable adult should have oversight of the account.</li> <li>● Adhere to Editorial Policy Guidance on Interacting with Children and Young People Online Guidance: Interacting with children and young people online</li> <li>● Have a clear protocol for responding to online abuse, including escalation to DSL or police if necessary.</li> <li>● Provide access to mental health support for children affected by online harms.</li> </ul>

	<p><b>Audience perception</b></p> <p><i>Examples (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Character confusion</b> – Viewers may believe the child’s on-screen behaviour (e.g. rudeness, aggression, deceit) reflects their real personality, leading to unfair judgment or online criticism.</li> <li>• <b>Reality vs. fiction</b> – In factual or reality programmes, viewers may think the situations shown are unedited or wholly representative, misjudging the child or their family</li> </ul>	<ul style="list-style-type: none"> <li>• Provide onboarding for families, including expectations, safeguarding protocols, and how to raise concerns.</li> <li>• Consult Editorial Policy Advisers for sensitive material.</li> <li>• Avoid including scenes that exploit or dramatise a child’s distress.</li> <li>• Ensure consent has been fully informed</li> <li>• Review scripts, formats, and post-production plans to prevent exploitation or misrepresentation of children.</li> <li>• Re-consent prior to broadcast if needed.</li> <li>• Train crew on maintaining appropriate boundaries in informal settings.</li> <li>• Avoid filming in intimate areas (e.g., bathrooms, children’s bedrooms) without strong justification and additional consent.</li> <li>• Offer post-broadcast support or signposting if issues arise.</li> </ul>
	<p><b>Street casting</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• Unverified identity or circumstances</li> <li>• Unknown vulnerabilities</li> <li>• No formal consent process</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a SPOC / Designated Safeguarding Lead (DSL) to oversee casting and filming.</li> <li>• Ensure children are accompanied at all times and supervised by a licensed chaperone once involved.</li> </ul>

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<b>Recruitment</b>	<p><b>Inadequate criminal records checks</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Unidentified offenders</b> – Individuals with a history of violence, sexual offences, or abuse may gain access to children or adults at risk.</li> <li>• <b>Opportunity for grooming or exploitation</b> – Without proper vetting, unsuitable individuals could build trust with minors or</li> </ul>	<ul style="list-style-type: none"> <li>• Require all staff, crew, volunteers, and contractors who may interact with children to undergo criminal records checks</li> <li>• Issue visible credentials showing clearance status (e.g., “Enhanced” or ‘Restricted Duties”).</li> <li>• Maintain an approved list of staff allowed to interact with children.</li> <li>• Only names on this list can enter child-designated areas.</li> <li>• Deploy restricted duties - non-cleared personnel must be supervised if they enter any child-access area (e.g., by designated person).</li> </ul>

	<p><i>vulnerable adults, leading to emotional, physical, or sexual harm.</i></p>	
	<p><b>Unvetted adults</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Repeated offences</b> – Those with a known pattern of harmful behaviour may reoffend if permitted access to vulnerable groups.</li> <li>• <b>Public criticism</b> – If a safeguarding incident occurs and inadequate checks are revealed, the production company or broadcaster may face significant reputational fallout.</li> <li>• <b>Unsafe environment</b> – Staff and freelancers may feel unsafe working alongside individuals with undisclosed criminal backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Only allow trained, safeguarding-aware staff to approach families.</li> <li>• Avoid direct contact with unaccompanied children — always speak to a parent/carer.</li> <li>• Ensure no crew member is alone with a child at any time.</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> <li>• Require all staff, crew, volunteers, and contractors who may interact with children to undergo criminal records checks</li> <li>• Issue visible credentials showing clearance status (e.g., “Enhanced” or ‘Restricted Duties”).</li> <li>• Maintain an approved list of staff allowed to interact with children.</li> <li>• Only names on this list can enter child-designated areas.</li> <li>• Deploy restricted duties - non-cleared personnel must be supervised if they enter any child-access area (e.g., by designated person).</li> </ul>
	<p><b>Non-compliance to restricted duties</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Unidentified offenders</b> – Individuals with a history of violence, sexual offences, or abuse may gain access to children or adults at risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Issue visible credentials showing clearance status (e.g., “Enhanced” or ‘Restricted Duties”).</li> <li>• Ensure no crew member is alone with a child at any time.</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> <li>• Deploy restricted duties - non-cleared personnel must be supervised if they enter any child-access area (e.g., by designated person).</li> </ul>
<p><b>Failure to disclose criminal activity</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Opportunity for grooming or exploitation</b> – Without proper vetting, unsuitable individuals could build trust with minors or vulnerable adults, leading to emotional, physical, or sexual harm</li> </ul>	<ul style="list-style-type: none"> <li>• Require all staff, crew, volunteers, and contractors who may interact with children to undergo criminal records checks.</li> <li>• Deploy restricted duties - non-cleared personnel must be supervised if they enter any child-access area (e.g., by designated person).</li> <li>• Children should always be in the presence of a licensed chaperone, especially in dressing rooms, green rooms, and break areas.</li> </ul>	

Hazard	How might harm occur?	Controls
<b>Training</b>	<p><b>Incomplete safeguarding training</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Unidentified harm or abuse</b> – Staff who haven't completed training may fail to recognise indicators of abuse, neglect, grooming, or exploitation.</li> <li>• <b>Normalisation of inappropriate behaviour</b> – Poorly trained staff may dismiss boundary breaches or unsafe conduct as “normal” in a production setting.</li> <li>• <b>Improper handling of disclosures</b> – Staff may respond insensitively to a child or contributor who raises a concern, causing distress or deterring them from speaking up again</li> </ul>	<ul style="list-style-type: none"> <li>• State clearly that safeguarding training is a condition of employment or continued work with vulnerable groups.</li> <li>• Clear deadlines set - training must be completed within a set timeframe (e.g., within first 2 weeks of starting, then annual refreshers).</li> <li>• Keep a central register of training completion (linked to HR or learning management systems).</li> <li>• Require proof (digital or signed) of training completion for production files.</li> <li>• Managers regularly review staff training status during team meetings or supervision.</li> <li>• Temporary suspension of duties for staff who fail to complete mandatory safeguarding training.</li> <li>• For agency or freelance staff, safeguarding training evidence required before placement.</li> <li>• Deliver safeguarding briefings as standard to all engaged adults, and an age-appropriate briefing to children.</li> </ul>
	<p><b>Absence of safeguarding briefing</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Failure to follow reporting routes</b> – Concerns may not reach the Safeguarding Point of Contact or BBC Safeguarding Team, leaving risks unmanaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding briefing is part of mandatory onboarding before contact with children.</li> <li>• Rapid delivery of missed briefings (face-to-face or online).</li> <li>• Provide access to online briefing modules – staff who miss live sessions can complete the material virtually.</li> <li>• Keep attendance logs or completion certificates for inspection / regulatory assurance.</li> </ul>
	<p><b>Expectations are unclear to children</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Boundary breaches</b> – Without clear rules, children may hug, touch, or engage with adults or crew inappropriately, creating safeguarding and reputational risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of child-friendly safeguarding policy which simplifies the central safeguarding policy into plain language, visuals, and infographics.</li> <li>• Use of posters and displays with key messaging “Who keeps us safe?”, posters with photos of SPOC and contact info.</li> <li>• Co-creation of a “Children’s Safeguarding Charter” with child contributors that sets out their rights and what they can expect from adults.</li> <li>• Induction / welcome talks in the form of short safeguarding briefings at the start of rehearsals, on set or location etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Exposure to adult behaviour</b> – Children may overhear or copy language, jokes, or actions unsuitable for their age if no code of conduct is explained.</li> <li>• <b>Lack of discipline or focus</b> – Children who don't understand expected conduct (e.g. remaining quiet during takes, following direction) may repeatedly interrupt filming.</li> <li>• <b>Complaints from parents, schools, or regulators</b> – Inappropriate behaviour on or off camera may lead to complaints about duty-of-care failings.</li> <li>• <b>Peer conflict or bullying</b> – Without behavioural boundaries, children may engage in teasing, exclusion, or verbal aggression on set.</li> <li>• <b>Unclear power dynamics</b> – Some children may dominate or pressure others, while quieter children may feel unsafe or marginalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reminders of safeguarding messages built into naturally occurring settings such as during rehearsals, during 1:1 time with chaperone or during tutoring.</li> <li>• Accessible formats for delivery of safeguarding expectations; use of stories, roleplay, cartoons, videos, or puppets for younger children; workshops or discussions for older children.</li> <li>• Digital reporting tool 'Navex: Ethicspoint' provides anonymous ways for children over 13 and their parents/carers to share concerns.</li> <li>• Safeguarding flowcharts for children using simple visuals like "If you're worried, tell an adult you trust, and they will help."</li> <li>• Rights-based posters that highlight "You have the right to feel safe" and "It's always okay to speak up."</li> <li>• Use of named trusted adults (SPOC, Chaperone etc) to make sure children know exactly who they can go to for help.</li> <li>• Reinforce open-door culture whereby SPOC models openness by regularly checking in and inviting children to talk.</li> <li>• Consistency from adults whereby staff must demonstrate through behaviour that they listen, believe, and act on children's concerns.</li> <li>• Adjust communication for children with SEND, EAL (English as an Additional Language), or communication needs (symbols, Makaton, interpreters).</li> <li>• Cultural sensitivity ensures messages are relevant and inclusive of children from different backgrounds.</li> </ul>
	<p><b>SPOC is inexperienced/new to role</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Missed warning signs</b> – An inexperienced DSL may lack the knowledge to recognise early indicators of abuse, grooming, or inappropriate conduct.</li> <li>• <b>Incorrect triage or escalation</b> – Without proper understanding of thresholds and procedures, concerns may not be referred to the BBC Safeguarding Team, local authority, or police in time.</li> </ul>	<ul style="list-style-type: none"> <li>• SPOC to complete safeguarding training – complete the required level (or BBC bespoke equivalent) training as soon as possible.</li> <li>• Role clarity – know exactly what is expected: reporting concerns, providing advice, logging incidents, escalating appropriately.</li> <li>• SPOC to meet with BBC Safeguarding Team specialist to fully understand remit of their role.</li> <li>• Policy familiarisation – know the organisation's safeguarding policy, local safeguarding procedures, and reporting flow thoroughly.</li> <li>• Scenario-based learning – practice case studies, roleplays, or "what if" exercises to build confidence in decision-making.</li> <li>• Boundaries – understand what decisions can be made independently vs. what must be referred to the safeguarding team/external agencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Minimisation of risk</b> – They may underestimate the seriousness of a concern, leading to harm or legal exposure.</li> </ul>	<ul style="list-style-type: none"> <li>• Open-door culture – know that it’s acceptable (and expected) to ask questions or seek a second opinion.</li> <li>• Wellbeing support – safeguarding work can be emotionally taxing; access to debriefing or counselling if needed via HR.</li> <li>• Case management system – use structured reporting and logging tools to ensure nothing is missed.</li> </ul>
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Hazard	How might harm occur?	Controls
<b>Supervision</b>	<p><b>Licensed chaperones are not engaged</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Non-compliance with licensing law</b> – It is a legal requirement that any adult supervising a child performer (outside their parent or legal guardian) must hold a valid local authority chaperone licence.</li> <li>• <b>Invalid child performance licence</b> – If an unlicensed chaperone is used, the child’s licence conditions may be breached, rendering it void and placing the production in violation of local authority regulations.</li> <li>• <b>Risk of fines or prosecution</b> – The production company and responsible adults may face legal penalties or restrictions on future licensing.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage professional, licensed chaperones to supervise all children up to the age of 18 years old.</li> <li>• Where licensing explicitly states children should be supervised by their parents, a licensed chaperone to still be engaged to provide impartial support and guidance.</li> <li>• Children who are out of licensing conditions will still be supervised by professional, licensed chaperones.</li> <li>• Parents will not be allowed to supervise their own child (but may supervise other children if in possession of a chaperone licence).</li> <li>• Where parents are permitted to accompany their child to location, they must always remain in the green room / dressing room; parents will not be allowed on set.</li> <li>• Children are provided with a safeguarding briefing upon engagement, so they are aware of how to report a safeguarding concern.</li> </ul>
	<p><b>16–17-year-olds are unsupervised</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Exposure to inappropriate adult behaviour</b> – Without a supervising adult, young people may be exposed to unsuitable language, sexualised content,</li> </ul>	<ul style="list-style-type: none"> <li>• Engage professional, licensed chaperones to supervise all children up to the age of 18 years old.</li> <li>• Liaise with the young person and their parent/guardian so they understand the BBC’s duty of care obligations.</li> <li>• Agree suitable boundaries with 16-17-year-olds which provide independence but remain controlled.</li> <li>• 16–17-year-olds will not occupy the adult green room / relaxation space.</li> </ul>

	<p><i>alcohol use, or informal social situations that breach safeguarding expectations.</i></p> <ul style="list-style-type: none"> <li>• <b>Power imbalance and coercion</b> – <i>Unsupervised environments can increase vulnerability to manipulation, pressure to perform, or compliance with unsafe instructions from adults in authority.</i></li> <li>• <b>Grooming or exploitation</b> – <i>16- and 17-year-olds may still be legally defined as “children” under safeguarding law (Children Act 1989) and are therefore at risk of predatory or exploitative behaviour without oversight.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 16-17-year-olds will be accommodated separately to adults and where applicable, younger children.</li> <li>• 16-17-year-olds will travel independently via approved means with parental consent only. This agreement will be agreed in writing.</li> <li>• 16-17-year-olds to have a safeguarding briefing upon engagement that highlights their responsibilities, expected behaviours and legal safeguarding status as a child.</li> </ul>
	<p><b>Same chaperone works overnight</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Reduced alertness</b> – <i>A chaperone who works excessive hours (spanning day and night) is likely to become fatigued, impairing their ability to notice safeguarding concerns or hazards.</i></li> <li>• <b>Inconsistent supervision</b> – <i>If the same chaperone covers all hours, there’s limited opportunity for welfare handovers, breaks, or secondary oversight.</i></li> <li>• <b>No contingency or backup</b> – <i>If the sole chaperone becomes unwell or exhausted, there may be no authorised cover available, halting filming.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Include overnight stay protocols in the safeguarding policy.</li> <li>• Avoid 24-hour supervision - separate chaperones for day/night working</li> <li>• Assign a SPOC to oversee compliance.</li> <li>• Include protocols for managing disclosures or concerns overnight.</li> <li>• Obtain relevant Child Performance Licences including overnight provisions.</li> <li>• Follow Children (Performances and Activities) Regulations 2014 or devolved equivalents.</li> <li>• Gain explicit parental consent for overnight stays, including information about typical routines for younger children.</li> </ul>
	<p><b>Inadequate chaperone to child ratio</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Reduced vigilance</b> – <i>One chaperone supervising too many children cannot</i></li> </ul>	<ul style="list-style-type: none"> <li>• Engage additional chaperones to ensure the legal supervision requirement of 1:12 is met.</li> <li>• Children with additional or specific needs will have 1:1 chaperone supervision.</li> <li>• Additional chaperones to be engaged for overnights to ensure day chaperones are not overworked.</li> </ul>

	<p><i>maintain adequate attention, increasing the likelihood of injuries, bullying, boundary breaches, or children going missing.</i></p> <ul style="list-style-type: none"> <li>● <b>Failure to meet welfare needs</b> – Basic needs such as hydration, toilet breaks, and rest periods may not be managed safely.</li> </ul>	
	<p><b>Unsupervised free-time activities</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>● <b>Bullying or peer conflict</b> – Unsupervised groups of children may engage in teasing, exclusion, or aggression, leading to emotional harm or safeguarding concerns.</li> <li>● <b>Accidents or injury</b> – Children left unattended may wander into hazardous areas (e.g. sets, equipment zones, vehicles) or misuse props, leading to injury.</li> <li>● <b>Perception of negligence</b> – If a child is left unsupervised and an incident occurs, the production could be accused of neglecting welfare responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>● All free-time activities for children to be appropriately planned for their age/ability/individual needs.</li> <li>● Activities that pose risk to be fully risk assessed by the chaperone organising the activity, with sign-off from the SPOC.</li> <li>● Activities provided to be approved by parent/carers prior to start.</li> <li>● Appropriate first aid provision to be in place for any activities which have the potential for minor injury which may impact that child’s ability to perform i.e. football, rugby etc.</li> <li>● Activities involving food to be fully risk assessed against any allergies.</li> <li>● Only approved transport to be used to travel to/from activity.</li> <li>● All activities to be fully supervised by at least one chaperone – this chaperone will not participate in the activities with the children in order to prevent injury to themselves.</li> </ul>
	<p><b>Lack of emergency supervision arrangements</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>● <b>Unsupervised children</b> – Without emergency cover, children may be left unattended in studios, dressing rooms, vehicles, or location environments.</li> <li>● <b>Exposure to harm</b> – Unaccompanied children could encounter inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Additional chaperones to be engaged for overnights where multiple children are accommodated to allow for emergencies.</li> <li>● Stand-by chaperones to be suitability vetted and engaged in the event of an emergency.</li> <li>● Where a chaperone has to leave immediately or is taken unwell on-site, an engaged adult who is in possession of a current, enhanced criminal records check will supervise the child/children (according to previous ratio), for the short duration until the replacement chaperone arrives.</li> </ul>

	<p><i>behaviour, unsafe individuals, or environmental hazards.</i></p> <ul style="list-style-type: none"> <li>• <b>Invalidation of child performance licences</b> – <i>If children are left unsupervised, their licences may be rendered void and local authorities can withdraw permissions</i></li> </ul>	
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Hazard	How might harm occur?	Controls
<b>Facilities</b>	<p><b>Lack of privacy</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Risk of boundary breaches</b> – <i>Lack of private or gender-appropriate spaces can blur professional boundaries between adults and children.</i></li> <li>• <b>Loss of dignity</b> – <i>Inadequate privacy during costume changes or breaks can make children feel vulnerable or humiliated.</i></li> <li>• <b>Violation of child performance regulations</b> – <i>Productions must provide appropriate welfare facilities (including changing and rest areas) for licensed child performers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Only essential crew/designated adults (such as the SPOC and chaperones) allowed when children are on set.</li> <li>• Children to be accompanied by a licensed chaperone or, where licence states, a parent/guardian, at all times.</li> <li>• Separate, secure changing spaces for all children (no shared changing with other children or with adults).</li> <li>• Children who are not able to dress independently will have support from a parent/carer, or with the parent/carer and child’s consent, a chaperone of the same gender.</li> <li>• Where location space does not allow for private changing facilities, children will change at home, prior to arrival on set.</li> <li>• Children using three-way trailers/individual dressing rooms will be located away from adult trailers/dressing rooms in order to minimise contact whilst travelling to set.</li> <li>• Children being accommodated overnight will be provided with their own sleeping space / bedroom that is lockable from the inside.</li> <li>• All overnight arrangements and routines to be approved by the child and parent/guardian beforehand.</li> </ul>
	<p><b>Inadequate relaxation space</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Overexposure to adult environments</b> – <i>Without a designated space, children may have to rest or wait in adult cast/crew</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children to have a designated green room/relaxation space which is separate to adults.</li> <li>• With large casts of varying ages, children to be designated separate green rooms/relaxation spaces by age i.e. ‘11 and under’, ‘12-16’ and ‘16-17’.</li> <li>• Use room access signs to clearly designate separate spaces.</li> <li>• Only designated adults may enter the children’s green room/relaxation space.</li> </ul>

	<p>areas where language, behaviour, or conversations are inappropriate.</p> <ul style="list-style-type: none"> <li>• <b>Lack of emotional decompression</b> – Children may become overstimulated or anxious if they have nowhere private to relax between takes.</li> <li>• <b>Fatigue or exhaustion</b> – Long production days can physically and mentally tire children; without a suitable rest area, fatigue can impair concentration and performance.</li> <li>• <b>Increased vulnerability</b> – Resting in open or shared spaces can expose children to unwanted attention, inappropriate contact, or overheard conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be always supervised in the green room / relaxation space by a licensed chaperone.</li> <li>• Parents/carers only permitted to use the green room / relaxation space with their own child in the presence of a licensed chaperone. Parents/carers will not be alone in the green room / relaxation space with any other children at any time.</li> <li>• Green room/ relaxation space to be for sole intended use; equipment/ crew belongings to be stored separately elsewhere.</li> <li>• Children’s green room / relaxation space to be risk assessed prior to use for hazards such as hot water, opening windows, sharp knives/kitchen equipment etc.</li> <li>• Provision of comfortable seating, ventilation / heating, table / desk space, suitable lighting and age-appropriate toys / games / books.</li> <li>• Access to building WiFi in the children’s green room / relaxation space to be managed with child access controls, or where this is not possible, parents to equip their child’s personal devices with child access controls prior to arrival.</li> <li>• Secure, lockable space will be provided for children’s personal belongings.</li> </ul>
	<p><b>Shared facilities i.e. toilets</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Opportunity for harm</b> – Shared toilets can allow adults unsupervised access to children, creating situations where inappropriate contact or abuse could occur.</li> <li>• <b>Risk of voyeurism or exposure</b> – Shared facilities increase the possibility of adults seeing children in a state of undress, or vice versa.</li> <li>• <b>Loss of personal dignity</b> – Children may feel uncomfortable or unsafe using facilities alongside adults, particularly in mixed-gender environments</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have separate toilet facilities to adults, which are clearly signed.</li> <li>• Non-gendered facilities will be used where available; these will be clearly signed as for use by children, with separate facilities for adults.</li> <li>• Where location does not allow for separate facilities, the use of shared facilities will be clearly signed. In this case, chaperones will accompany children to the toilet and check there are no other adults present before the child enters. Chaperones will then wait outside of the toilets to prevent other adults from entering whilst the child is in situ.</li> </ul>
	<p><b>Unsuitable accommodation standards</b></p>	<ul style="list-style-type: none"> <li>• Vet accommodation for safety, cleanliness, privacy, and proximity to the set.</li> <li>• Maintain a robust accommodation risk-assessment, updated accordingly.</li> </ul>

	<p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Risk of abuse or exploitation</b> – Shared or insecure accommodation may allow access by unauthorised adults, creating opportunities for grooming, sexual exploitation, or physical harm.</li> <li>• <b>Emotional distress</b> – Staying in unfamiliar, uncomfortable, or unsafe surroundings can cause anxiety, homesickness, or sleep disturbance.</li> <li>• <b>Lack of accessibility</b> – Failing to consider the needs of disabled or neurodivergent children can create safety and inclusion risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to have private sleeping areas (not shared with another child unless by prior arrangement with both children and their parents/carers) - room sharing must be single-gender.</li> <li>• Ensure secure access, fire safety procedures, and child-appropriate amenities.</li> <li>• Wi-Fi to have child access controls in place, or where this is not possible parents/carers to restrict access to adult content on their child’s personal device/s.</li> <li>• Ensure proximity to medical care and transport.</li> <li>• Children to be accommodated away from adults/older children – via means of different locations or on separate floors.</li> <li>• Chaperone/s to be accommodated next to children, or at least on the same floor/level in close proximity.</li> </ul>
	<p><b>Unplanned travel arrangements</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Unsupervised travel</b> – Children travelling alone or with unknown adults are vulnerable to grooming, abduction, or inappropriate contact.</li> <li>• <b>Distress or confusion</b> – Poorly coordinated arrangements can leave children waiting alone, anxious, or unsure of where they are meant to be</li> </ul>	<ul style="list-style-type: none"> <li>• Use safe, licensed transport providers with known routes and contingency plans.</li> <li>• Drivers to hold current criminal records checks.</li> <li>• Plan travel times to avoid overnight journeys.</li> <li>• Confirm travel arrangements with parents prior to journey.</li> <li>• Ensure children are accompanied by a licensed chaperone at all times during transportation (lone travel by 16 and 17-year-olds to be agreed by parent/carer in advance in writing).</li> </ul>
	<p><b>Unmet individual needs</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Emotional harm</b> – A child whose needs are ignored may feel unsafe, misunderstood, or unsupported, leading to anxiety, withdrawal, or distress.</li> <li>• <b>Physical harm</b> – If health, dietary, or mobility needs are not accommodated</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with parents/carers, child and relevant professionals as soon as possible.</li> <li>• Provide appropriate meals, hydration, and rest periods.</li> <li>• Follow strategies as advised by parent/carer, child or professionals such as de-escalation, quiet space, sensory toys, weighed blankets, ventilation etc.</li> <li>• Keep medical info and medication protocols on hand (trained staff only).</li> <li>• Ensure children get adequate sleep and downtime.</li> <li>• 1:1 supervision or an additional chaperone for higher-risk situations.</li> <li>• Adjust the child-to-adult ratio to ensure safe oversight.</li> </ul>

	<p>(e.g. allergies, medical conditions, fatigue), the child could become ill or injured.</p> <ul style="list-style-type: none"> <li>• <b>Risk of neglect</b> – Treating all children the same without recognising vulnerabilities (e.g. learning difficulties, trauma, neurodiversity) can amount to organisational neglect.</li> </ul>	
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Hazard	How might harm occur?	Controls
<b>Licensing</b>	<p><b>Overwork</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Fatigue and exhaustion</b> – Extended hours, long travel times, or late finishes can cause extreme tiredness, reducing concentration and physical coordination.</li> <li>• <b>Burnout</b> – Persistent overwork may lead to emotional withdrawal, refusal to perform, or long-term disengagement from creative activity.</li> <li>• <b>Breach of licensing conditions</b> – Working beyond permitted hours or without proper breaks is unlawful under performance regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Share licensing terms with child and parents/carers to ensure they understand what is permitted.</li> <li>• Encourage child and parents/carers to raise concerns if they notice a potential breach.</li> <li>• Ensure working hours comply to child licensing legislation (even where children are not under license, this is good practice). Use staggered call times for children to reduce unnecessary time on set.</li> <li>• Limit the number of consecutive days a child can work (e.g., max 5 days/week) to allow recovery.</li> <li>• Provide comfortable rest areas that are suitable for children.</li> <li>• Provide suitable healthy snacks and access to clean drinking water.</li> <li>• Engage experience chaperones who are able to effectively monitor, record and amalgamate working hours where required.</li> </ul>
	<p><b>Insufficient breaks</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Illness or lowered immunity</b> – Lack of rest, hydration, or nutrition increases susceptibility to illness and injury.</li> <li>• <b>Impact on mental wellbeing</b> – Fatigue and overstimulation can heighten vulnerability to emotional breakdowns or behavioural difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Share licensing terms with child and parents/carers to ensure they understand what is permitted.</li> <li>• Encourage child and parents/carers to raise concerns if they notice a potential breach.</li> <li>• Chaperone to monitor working hours and breaks and to liaise with SPOC if the child is unfit to perform for any reason.</li> </ul>

	<p><b>Missing education</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Falling behind academically</b> – Missing school hours disrupts learning continuity, particularly in core subjects such as English, Maths, and Science.</li> <li>• <b>Non-compliance with child performance regulations</b> – Productions must evidence how education will be maintained during licensed periods of absence (e.g., through on-set tutoring or reduced filming hours).</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for qualified tutors and education sessions when required by licence.</li> <li>• Keep records of tuition provided.</li> <li>• Tutor to coordinate with the child’s school/education provider.</li> <li>• Tutor to provide SPOC with regular progress reports.</li> <li>• SPOC to notify LA and BBC if tutor hours are not being met.</li> </ul>
	<p><b>Refusal to attend tutoring</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Gaps in knowledge and skills</b> – Absences can lead to reduced academic progress and lower attainment levels.</li> <li>• <b>Licence refusals or restrictions</b> – Local authorities may refuse or revoke licences if educational arrangements are inadequate.</li> <li>• <b>Falling behind academically</b> – Missing school hours disrupts learning continuity, particularly in core subjects such as English, Maths, and Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Education requirements written into production schedule – tutoring hours clearly set and protected in the call sheet.</li> <li>• Regular liaison with parents/carers and child’s school.</li> <li>• Protected time – tutoring hours ringfenced; no filming can be scheduled during those times.</li> <li>• Set access controls so children cannot be called to set until tutoring hours for the day have been met (system/AD check).</li> <li>• Contractual requirement whereby the child’s licence/contract stipulates mandatory tutoring hours</li> <li>• Tutoring timetable provides a clear, agreed schedule for lessons alongside filming slots.</li> <li>• Chaperone oversight allows licensed chaperones to track and report on whether tutoring has been delivered.</li> <li>• Escalation procedure implemented if tutoring time is missed, the SPOC or production manager will intervene.</li> <li>• Daily reporting between tutor and chaperone to production on whether tutoring hours were met.</li> <li>• Catch-up sessions provided if hours are missed, additional tutoring is scheduled before end of week.</li> <li>• Escalation to local authority is required if compliance is consistently missed.</li> </ul>

		<ul style="list-style-type: none"> <li>• Stop-filming safeguard can be implemented whereby the SPOC or chaperone is empowered to halt a child’s participation if tutoring is compromised.</li> </ul>
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Hazard	How might harm occur?	Controls
<b>Reporting</b>	<p><b>Lack of reporting protocols</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Concerns go unreported</b> – Without a clear process, staff or freelancers may not recognise when or how to raise concerns, allowing harmful situations to continue.</li> <li>• <b>Delayed intervention</b> – Absence of a structured escalation pathway can lead to missed opportunities for early action, increasing risk of significant harm or abuse.</li> <li>• <b>Failure to protect</b> – Individuals at risk (e.g. children, vulnerable adults) may be left in unsafe environments or under the supervision of unsuitable adults</li> <li>• <b>Inconsistent responses</b> – Without clear procedures, staff may handle similar incidents differently, leading to confusion, errors, or mishandling of sensitive issues.</li> <li>• <b>Poor documentation and accountability</b> – Lack of reporting records means no audit trail to evidence due diligence or defend against complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding policy includes a written procedure explaining <i>what, how, when, and to whom</i> safeguarding concerns must be reported.</li> <li>• Safeguarding Point of Contact (SPOC) formally appointed and publicised, with clear accountability.</li> <li>• Escalation pathways define what happens if the concern is about a colleague, senior staff, or cannot be handled internally (e.g., report to police, local authority etc).</li> <li>• Whistleblowing policy in place where staff can raise safeguarding concerns confidentially without fear of reprisal through the BBC ‘Call it Out’ campaign or wider whistleblowing function.</li> <li>• Regular comms ensure all staff, volunteers, and contractors know the reporting process</li> <li>• Mandatory safeguarding training includes <i>how</i> to report and what information to include.</li> <li>• Digital reporting system ‘Navex: Ethicspoint’ online portal available to all with audit trails, automatic alerts to BBC Safeguarding Team, and restricted access.</li> <li>• Awareness raising via posters, quick guides, and safeguarding code of conduct displayed in staff areas.</li> <li>• Leadership reinforcement whereby managers model good reporting behaviour and emphasise “it’s always better to report.”</li> <li>• Regular briefings where safeguarding is discussed in team meetings to keep protocols front of mind.</li> <li>• Compliance checks via internal assurance of safeguarding records and processes.</li> <li>• External review by local authority/third party auditors can check that reporting procedures exist and are followed.</li> </ul>
	<b>Inadequate response to disclosures</b>	<ul style="list-style-type: none"> <li>• All crew/production adults to complete safeguarding training that includes how to respond to a disclosure.</li> </ul>

	<p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Failure to protect</b> – <i>If disclosures aren't acted upon promptly, the individual may remain in contact with the alleged abuser or in an unsafe environment.</i></li> <li>• <b>Re-traumatisation</b> – <i>Dismissing, doubting, or mishandling a disclosure can cause emotional distress and reinforce feelings of shame, fear, or mistrust.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Appoint a SPOC (safeguarding point of contact).</li> <li>• Ensure parents/carers are communicated with when it is safe to do so.</li> <li>• Report all safeguarding concerns to the BBC Safeguarding Team.</li> <li>• Include reporting routes on call sheets and display in high traffic areas.</li> <li>• Implement clear reporting process.</li> </ul>
	<p><b>Failure to escalate concerns</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Escalation of risk</b> – <i>Without intervention, harm may worsen or extend to others.</i></li> <li>• <b>Failure to share information appropriately</b> – <i>Not reporting disclosures to the correct authority (e.g. BBC Safeguarding Team, local authority, or police) may breach safeguarding requirements or legislation.</i></li> <li>• <b>Perceived negligence or cover-up</b> – <i>If an incident later comes to light, an inadequate response can appear as organisational complicity or negligence.</i></li> <li>• <b>Personal liability</b> – <i>Individuals could be held accountable if they fail to escalate or act appropriately once a disclosure has been made.</i></li> <li>• <b>Missed patterns of concern</b> – <i>Inadequate responses prevent identification of recurring issues or unsafe individuals within the production environment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to BBC safeguarding policy which explains when and how concerns must be escalated</li> <li>• Whistleblowing policy in place if escalation is blocked internally, staff can go contact the BBC safeguarding team directly or access the Whistleblowing procedure.</li> <li>• Timebound escalation sets strict timelines (e.g., SPOC must review and report to safeguarding team within 24 hours; urgent concerns escalated immediately).</li> <li>• Escalation audit trail records to show who raised the concern, who it was escalated to, and when action was taken.</li> <li>• Mandatory safeguarding training ensures all staff/volunteers know the escalation process and recognise when escalation is necessary.</li> <li>• Flowcharts, posters, QR codes with “Who to contact” visible in all work areas and on all production documentation.</li> <li>• Digital reporting system ‘Navex: Ethicspoint’ – secure platform that routes safeguarding concerns automatically to the BBC Safeguarding Team.</li> <li>• Leadership reinforcement means managers stress that escalation is a safeguarding duty, not an option.</li> <li>• Encouraging reporting culture makes it clear that staff will be supported, not criticised, for escalating concerns “too high” rather than too low.</li> <li>• Safeguarding audits and assurance visits check cases retrospectively to see if escalation was timely and correct.</li> <li>• External oversight by safeguarding partners, regulators, or local authority inspectors review escalation records.</li> </ul>
	<p><b>Insufficient recording systems</b></p>	<ul style="list-style-type: none"> <li>• BBC safeguarding policy requires all disclosures/concerns to be recorded in writing, not verbally only.</li> </ul>

	<p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Lack of documentation</b> – Failing to record disclosures properly results in no audit trail, making accountability impossible.</li> <li>• <b>Untracked concerns</b> – Without reliable systems, early warning signs (e.g. multiple low-level concerns) may not be recognised or linked, allowing harm to continue.</li> <li>• <b>No evidence of follow-up</b> – Lack of documentation makes it impossible to demonstrate that appropriate action was taken or that a child was safeguarded.</li> <li>• <b>Negative media exposure</b> – If an incident occurs and records are missing, the production may face significant public and press criticism.</li> <li>• <b>Inability to audit or review</b> – Productions cannot demonstrate due diligence, learn from past cases, or evidence compliance to regulators or insurers.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum information standards of guidance on what must be captured (who, what, when, where, action taken).</li> <li>• Retention and confidentiality rules define how long records must be kept and who can access them in line with BBC corporate retention schedule.</li> <li>• Central safeguarding log which is a master record of all safeguarding incidents on production, maintained securely.</li> <li>• Secure, central, digital case management system ‘Navex: Ethicspoint’ in use for all to access.</li> <li>• Access controls for safeguarding log which has role-based permissions so only authorised staff can view sensitive information.</li> <li>• Encryption &amp; backups in place on central reporting system to protect against data loss or unauthorised access.</li> <li>• Automated alerts on the central reporting system flags unresolved or urgent cases for immediate attention from BBC safeguarding team.</li> <li>• Culture of recording reinforces that “if it’s not written down, it didn’t happen.”</li> <li>• SPOC/deputy reviews all records promptly and records actions taken.</li> <li>• Open reporting culture encourages staff to record <i>every concern</i>, no matter how small.</li> <li>• Regular audits and assurance visits provide internal checks that records are being made consistently and thoroughly.</li> <li>• External inspections from regulators or local authorities review the adequacy of records.</li> </ul>
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Hazard	How might harm occur?	Controls
<b>International</b>	<p><b>Loss of jurisdictional oversight</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Reduced protection for children</b> – Outside the UK, local child protection standards and enforcement mechanisms may differ or be weaker.</li> <li>• <b>Unclear accountability</b> – Without a defined regulatory body, it may be unclear who has legal responsibility for a child’s welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and adapt UK safeguarding protocol for overseas implementation - consult with BBC Safeguarding Team</li> <li>• Train staff on international safeguarding risks.</li> <li>• Engage with High Risk/News Safety Team where required</li> <li>• Research and adhere to local child working requirements and safeguarding laws.</li> <li>• Consult legal experts on international child protection and licensing.</li> <li>• Work with in-country NGO’s where applicable/suitable.</li> <li>• Maintain full compliance with BBC and UK child performance regulations, even when abroad.</li> </ul>

	<p><b>Cultural differences</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Cultural and legal variations</b> – Local norms or legal definitions of abuse, consent, or supervision may not align with UK safeguarding expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief staff and chaperones on local customs and laws.</li> <li>• Arrange translators/fixers or bilingual supervisors if needed.</li> <li>• Send UK-licensed chaperones and a Designated Safeguarding Lead (DSL) to accompany the child.</li> <li>• Ensure the child is never solely reliant on foreign/unknown staff for safeguarding.</li> <li>• Facilitate regular communication (e.g. daily calls or video chats) with home if parents aren't present.</li> </ul>
	<p><b>Overseas accommodation standards</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Inadequate supervision</b> – A lack of licensed chaperones or vetted welfare staff can result in unsupervised time, inappropriate contact, or unsafe situations.</li> <li>• <b>Proximity to adult cast/crew</b> – Shared or adjoining rooms with adults may expose children to overheard conversations, inappropriate language, or accidental privacy breaches.</li> <li>• <b>Lack of jurisdictional oversight</b> – UK local authorities cannot inspect or approve overseas accommodation, leaving a regulatory gap.</li> <li>• <b>Differences in safeguarding culture</b> – Local staff may not be trained to UK safeguarding expectations, such as privacy, gender separation, or supervision ratios.</li> <li>• <b>Privacy and dignity breaches</b> – Shared bathrooms or sleeping arrangements may compromise children's privacy or cultural needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all safeguarding and child performance licensing standards (e.g. UK child performance regulations) are applied abroad.</li> <li>• Research and comply with host country child protection, labour, and accommodation laws.</li> <li>• Explicitly cover overseas travel, accommodation, and supervision in the production safeguarding policy and duty of care protocols.</li> <li>• Conduct detailed safeguarding risk assessments before travel, including location, accommodation, transport, and healthcare access.</li> <li>• Conduct site visits or use trusted providers to ensure safety, hygiene, and suitability for children.</li> <li>• Separate accommodation for children that includes safe areas for children and chaperones, away from adult cast/crew.</li> <li>• Secure environment with locks, restricted entry, and security presence if necessary.</li> <li>• Facilities check upon arrival to ensure safe sleeping arrangements (separate beds, gender-appropriate rooms), adequate supervision, and child-friendly amenities.</li> <li>• Licensed chaperones to supervise children at all times in accommodation, travel, and on set.</li> <li>• Ratio controls provide appropriate adult-to-child ratios, with gender-appropriate supervision.</li> <li>• SPOC on location with the potential to include an independent child welfare coordinator who can be present overseas, with authority to act independently of production pressure.</li> <li>• Child-friendly safeguarding induction that explains to children (and parents/carers) what to expect, who to talk to, and how to raise worries while abroad.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Cultural isolation</b> – Children may feel lonely or homesick without familiar routines or access to age-appropriate leisure activities.</li> <li>• <b>Language barriers</b> – Communication difficulties between chaperones, accommodation staff, and children can hinder safety responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Whistleblowing function for staff and children/parents/carers to escalate concerns beyond the production team (e.g. to home broadcaster/regulator).</li> <li>• Wellbeing support to allow children to have downtime, recreation, and support for homesickness/mental health.</li> <li>• Parental communication so parents/carers receive regular updates and can contact their child at any time.</li> </ul>
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Hazard	How might harm occur?	Controls
<b>Wellbeing</b>	<p><b>Suitability for role/contribution</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Inability to cope with performance pressure</b> – Children may experience anxiety, fear, or low self-esteem if the demands of the role exceed their developmental capacity.</li> <li>• <b>Increased likelihood of harm</b> – A child unable to manage the emotional or physical demands of a role may become distressed or unsafe on set.</li> <li>• <b>Failure to identify vulnerabilities</b> – Without assessing suitability, productions may miss additional needs, disabilities, or previous trauma that require support.</li> <li>• <b>Loss of trust</b> – Children and parents may feel misled or exploited if the role turns out to be unsuitable or different from expectations.</li> <li>• <b>Breach of child performance licensing regulations</b> – The local authority must be satisfied that participation will not harm a child’s welfare or education; lack of</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of Child performance licence (where applicable, e.g. UK law) issued by the child’s local authority, confirming the role is suitable and education/welfare provisions are in place.</li> <li>• Written, informed consent from the parent/carer for the child to participate, covering working hours, travel, and content of role.</li> <li>• Compliance checks in place to ensure role complies with child labour, safeguarding, and broadcast standards in both home and filming locations.</li> <li>• Health check (if required) to ensure the child is physically and emotionally able to take part.</li> <li>• Educational suitability: Production must not interfere with mandatory schooling; tutoring plans reviewed and approved.</li> <li>• Age-appropriateness of role via script checks, costume, and content for emotional or psychological risk (e.g. no exposure to adult themes, trauma scenes, or sexualised content without strict safeguards).</li> <li>• Child’s own consent/voice to be established whereby the child is asked (in age-appropriate terms) if they want to participate, not just parent/carer.</li> <li>• Auditions and/or screen test provides opportunity to assess if the child is comfortable in front of camera and with the environment.</li> <li>• Wellbeing monitoring by the SPOC, chaperone and tutor checks regularly for stress, fatigue, or reluctance.</li> <li>• Support services available pre/post production with access to child counsellors or psychological/wellbeing support if the role involves emotional scenes.</li> <li>• Training and preparation so the child is briefed in simple, supportive terms about what filming involves.</li> </ul>

	<p><i>suitability checks undermines this requirement.</i></p> <ul style="list-style-type: none"> <li>• <b>Poor performance outcomes</b> – <i>A child who lacks the maturity or understanding for the role may struggle to perform convincingly, requiring additional takes or re-casting.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries of exposure to be discussed with child and parent/carer so no pressure for publicity, appearances or interviews without consent and safeguarding protocols in place.</li> <li>• Protection of privacy by avoiding using the child’s real details (school, home) in the storyline, on socials or press.</li> <li>• External authority oversight allows regulators or licensing authorities to retain the right to revoke permission if unsuitable.</li> </ul>
	<p><b>Access to production support</b></p> <p><i>Example (not exhaustive):</i></p> <ul style="list-style-type: none"> <li>• <b>Failure to identify vulnerability</b> – <i>Without wellbeing oversight, emotional distress, abuse indicators, or safeguarding concerns may go unnoticed.</i></li> <li>• <b>Delayed response to harm</b> – <i>If there is no welfare professional or psychological support available, early warning signs are missed and issues escalate.</i></li> <li>• <b>Unaddressed wellbeing issues</b> – <i>Without support, minor anxieties can escalate into panic, depression, or behavioural issues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Support services available pre/post production with access to child counsellors or psychological/wellbeing support if the role involves emotional scenes.</li> <li>• A designated member of production staff is identified who will act as family liaison between child/parent/carer should any concern arise post filming or post-TX for a determined period of time.</li> <li>• Clear onboarding information provided to both the child and their parent/carer.</li> <li>• All documentation to children is presented in a child-friendly format which is aligned to their individual needs.</li> <li>• Opportunity to view contribution prior to TX in order to prepare for audience response.</li> </ul>